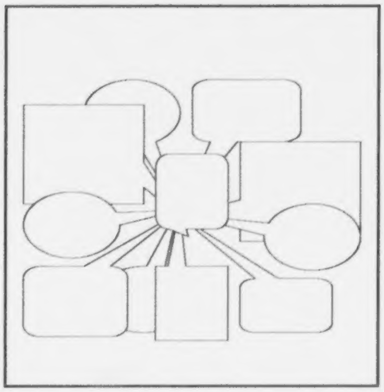
Catalogue no. 91-549-X — No. 2
ISBN 978-1-100-21742-0

Document

Statistics Canada Data Sources on Official-Language Minorities



May 2013

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Standard symbols

The following symbols are used in Statistics Canada publications:

.	not available for any reference period
..	not available for a specific reference period
...	not applicable
0	true zero or a value rounded to zero
0^s	value rounded to 0 (zero) where there is a meaningful distinction between true zero and the value that was rounded
^{p}	preliminary
^{r}	revised
x	suppressed to meet the confidentiality requirements of the *Statistics Act*
^{E}	use with caution
F	too unreliable to be published
*	significantly different from reference category ($p < 0.05$)

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ACKNOWLEDGEMENTS

This document was prepared under the direction of Sylvie Lafrenière while she was working as an analyst in the Language Statistics Section of Statistics Canada. She would like to thank Brigitte Chavez for her involvement and efficiency, especially with respect to completion of this project. This document was made possible thanks to the sound advice of Jean-François Lepage, analyst with the Languages Statistics Section, and Jean-Pierre Corbeil, Assistant Director, Social and Aboriginal Statistics Division. Their availability and comments proved invaluable throughout the project. Also, she would like to acknowledge Julie Bertrand's contribution during the finalization of the document.

Special thanks also go out to colleagues from a number of Statistics Canada divisions. Without their co-operation and involvement in the collection of the data and information, this document would not have been possible.

Purpose of the document

This document is primarily intended as a reference tool on the different sources of language information available to users of Statistics Canada data. It lists, in addition to the census, the surveys and administrative databases that provide information on official languages. The information provided in this document will facilitate access to Statistics Canada data by informing researchers about the availability of survey data, access to databases and, especially, the various themes that can be explored to contribute to what is known about official-language minorities in Canada.

The document begins by providing general information about access to Statistics Canada data. We then present the language concepts measured by the various surveys and the related questions asked in each one. This is followed by summaries of the flagship surveys, or those surveys which, because of their sample size, subject or the range of language questions, are considered the most important sources of data on official-language minorities.

Using a topic-based approach, the following sections contain descriptions of each of the 39 active or inactive surveys of interest for researching official-language minorities. Each description includes a brief summary of the survey's objectives, frequency, target population, final sample size, sample sizes for Francophones outside Quebec and Anglophones in Quebec, and lastly, the language questions found in each survey's questionnaire or database. Most of the survey descriptions also include a section entitled, "Examples of publications related to the survey". This section provides a few references to articles or reports that use the data of the survey in question. Whenever possible, the references provided are those that make use of language data, but this is not always the case. Although these articles or reports may not use language data in their analyses, they nevertheless serve to illustrate the analytical potential of the survey's data and the type of information that might be drawn from it by adding language variables to these analyses.[1]

The document also provides information on Statistics Canada's administrative databases containing language-related information and the various options for accessing it. Administrative data come from government sources or, sometimes, from mandatory surveys. In the case of official-language minorities, the administrative databases of interest are those containing data on immigrants (see the "Ethnic diversity and immigration" section) and school attendance (see the "Education, training and learning" section): Longitudinal Immigration Database (IMDB; 5057), Elementary-Secondary Education Survey (ESES; 5102) and the Postsecondary Student Information System (PSIS; 5017). The descriptions of the administrative databases are presented in the same way as for the surveys.

Sample sizes

The quality of analytical results depends, in part, on the size of the sample and subsamples available. We have therefore included in this document the size of official-language minority samples and subsamples, because it is important to have an idea of the number of respondents in a database before proceeding with analyses of subpopulations such as official-languages minorities. By knowing the size of the sample and subsamples, researchers are in a better position to evaluate the possibilities for analysis.

The databases of the censuses of population, the 2011 National Household Survey (NHS) and the 2006 Survey on the Vitality of Official-Language Minorities (SVOLM), which have quite large samples of official-language minorities, provide the best potential for analysis at a subprovincial level. However, the other surveys described in this document also offer considerable analytical potential, although there may be some limitations at certain geographic levels.

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[1] The survey-related publications were selected from information available on the Statistics Canada website, the Research Data Centres site and in academic databases. The publications were chosen based mainly on their publication date and, if applicable, on their relation to official-language minorities. They are not exhaustive and are not necessarily representative of all of the research carried out using the databases. These publications are examples to illustrate the analytical potential of the survey in question.

The information on sample sizes is presented both for the English-language minority in Quebec and for the French-language minorities outside Quebec. For each survey, we have chosen to present these figures based on language characteristics available in the survey questionnaire. The preferred approach is to use mother tongue, when available. If not, we have chosen to give priority to other questions and/or concepts from the Canadian census.

Timeliness of the information

All questionnaires available on the Statistics Canada website in May 2012 were viewed.[2] Surveys containing at least one language question were selected and examined on the basis of the questions available and the size of the samples according to the chosen language characteristic, which was generally the mother tongue. Some surveys containing language information are nevertheless excluded from this document because their area of interest is too specific and the limited sample size of persons belonging to official-language minorities. On the other hand, some surveys for which the sample size does not necessarily lend itself to very extensive statistical analyses are nevertheless described in the document because of the importance of their subject.

Information on the Statistics Canada website changes frequently. Readers are therefore advised to use the link provided for each survey in order to view the questionnaire as a whole and to confirm information on the new cycles of these surveys, where required.

This document is intended as a work tool to facilitate a variety of analyses on official-language minorities in Canada. The data sources described can be used to expand our knowledge of official-language minorities in such areas as language trajectories, level of education and language of study, health and nutrition, labour market situation and income.

Access to Statistics Canada data

There are several ways to access Statistics Canada data. The Statistics Canada website, www.statcan.gc.ca, remains the foremost source of information and data for the census and surveys, and contains both general and detailed documentation (questionnaires, dictionaries, technical manuals, methodology, coverage, etc.). It also provides access to numerous compilations of statistical data from the census in the form of "topic-based tabulations," "highlight tables," "profiles" and analytical reports related to census data, notably, *Linguistic Characteristics of Canadians* and *French and the francophonie in Canada*. Additionally, many analytical reports and articles on survey data are available on the Statistics Canada website. With a few exceptions, the information on the website is offered at no charge to the public.

Survey data are available through the Data Liberation Initiative (DLI), which facilitates access to data in participating postsecondary educational institutions. Microdata files are accessible through the Research Data Centres (RDCs), and customized tables may be obtained through Statistics Canada's National Contact Centre.

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[2] Alphabetical list of surveys and statistical programs: http://www.statcan.gc.ca/imdb-bmdi/indext-eng.htm

The Data Liberation Initiative (DLI) consists of an agreement between Statistics Canada and participating postsecondary educational institutions. The program was created to improve access to data for Canada's postsecondary institutions. Professors and students of colleges and universities that subscribe to DLI have unlimited access to numerous data products and to the Statistics Canada geographic information system. For example, DLI provides access for participating postsecondary institutions to public use microdata files. DLI membership is more than a data resource subscription. It also provides access to services, training, infrastructure and partnerships, or resources and tools of which the data centres of the member institutions can take advantage. DLI's services include specialized research assistance, support to data centres, tools that enhance client service, and expert training and consulting services. For more information on DLI, contact dli-idd@statcan.gc.ca.

The Research Data Centres are part of an initiative by Statistics Canada, the Social Sciences and Humanities Research Council (SSHRC) and university consortia to help strengthen Canada's social research capacity and to support the policy research community. The Research Data Centres (RDCs) provide researchers with direct access to microdata files of the population censuses and household and population surveys. The RDCs are accessible to researchers whose proposals have been approved and who have been sworn in as "deemed employees" of Statistics Canada. RDCs are located throughout the country, so researchers do not need to travel to Ottawa to access Statistics Canada microdata. For further information on the activities of the RDCs, visit the Canadian Research Data Centre Network (CRDCN) at http://www.rdc-cdr.ca.

As mentioned earlier, the Statistics Canada website remains the foremost source of information and data for the census and surveys. It offers a complete list of active and inactive surveys conducted by the Agency. The steps for accessing this list are:

- Go to the Statistics Canada home page (www.statcan.gc.ca)
- Choose your preferred language
- Under the heading "Information for...", select "Survey participants"
- The "Complete List of Statistics Canada Surveys" appears at the bottom of the page, listed by subject or in alphabetical order.

When the information available on the website does not meet the specific requirements of researchers, it is possible to request customized tabulations. This customized service, offered on a cost-recovery basis, allows researchers to specify subpopulations or groupings that meet their specific needs. Information on how to contact Statistics Canada is provided on page 2 of this publication.

1. Language concepts

In recent years, efforts have been made to harmonize the content of various surveys, including language questions. Most of surveys use the same questions and concepts as the census and the National Household Survey to measure the language characteristics of respondents. These concepts (there are six of them) and the corresponding questions are provided below.

Mother tongue:

What is the language that this person first learned at home in childhood and still understands?

Language spoken at home:

What language does this person speak **most often** at home?

Does this person speak any other languages **on a regular basis** at home (since 2001)?

Knowledge of official languages:

Can this person speak English or French well enough to conduct a conversation?

Knowledge of non-official languages:

What language(s), other than English or French, can this person speak well enough to conduct a conversation?

Language of work:

In this job, what language did this person use most often (since 2001)?

Did this person use any other languages on a regular basis in this job (since 2001)?

First official language spoken (FOLS):

The "first official language spoken" variable is not obtained from a direct question. It is derived from three language questions using a method that successively takes into consideration responses to the questions on knowledge of official languages, mother tongue and language spoken most often at home.

Language questions and corresponding surveys

Table 1 (below) presents a synthesis of the language questions available in the 40 or so Statistics Canada surveys that collect information on languages. The language concepts can be grouped into three categories: language characteristics, language practices and languages of learning. The proposed categories are not mutually exclusive: a question can be deemed to relate to both a characteristic and a practice. For example, the language spoken at home, classified as a "language characteristic," can also be deemed to be a "language practice". We have opted for this strategy as a means of facilitating the presentation of the various concepts and the questions used to measure them.

Table 1
Categories of questions and language concepts in Statistics Canada surveys

Language characteristics

- Mother tongue
- Parent's mother tongue
- Partner's mother tongue
- Children's mother tongue
- Language spoken at home
- Knowledge of official languages
- Knowledge of non official languages
- Knowledge of languages
- Partner's knowledge of languages
- Children's knowledge of languages
- Main language
- First official language spoken (FOLS)

Language practices

- Language of work
- Language spoken with friends
- Language spoken with parents
- Language spoken with other family members
- Read and write in the official language
- Recreational activities in English and/or French
- Languages of service
- Importance of language knowledge

Language of learning

- Learning official languages
- Languages of study

The first of these categories, "language characteristics", includes the questions identifying mother tongue, language spoken at home, knowledge of languages (official and non-official), first official language spoken (FOLS), and main language. These are generally the questions used to define language groups, if required. They can be worded to collect data on the respondent (i.e., "What is the language you first learned at home in childhood and still understand?") or about the respondent's partner ("What is the language that your spouse/partner first learned at home in childhood?"), parents and children. Although the language spoken at home can be considered a language practice, it is included in the language characteristics concepts because it is sometimes used to define language groups and is a component of the first official language spoken (FOLS) concept included in this category. As indicated above, the FOLS is a variable derived from the questions on knowledge of official languages, mother tongue and language spoken at home.

The second category is "language practices", which refers to questions on the use of languages in various social contexts: languages spoken at home, language of work, language spoken with friends, with parents, with other family members, and the language used in recreational activities.

The last category, "languages of learning", refers both to the language of study and the learning of languages. It includes questions on the language in which education was received, the learning of official languages and other languages, and the importance attributed to the knowledge and learning of languages.

The complete list of all language questions used in Statistics Canada surveys is provided in Tables A, B and C (see appendix). The language questions in the 39 Statistics Canada surveys that collect language-related data are listed. The tables contain all of the language questions available and their various wordings. The surveys in which these questions are found are also provided.[3]

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3. With regard to surveys conducted in a cyclical manner, the questions listed are those found in the most recent cycles, as in the rest of the document. For past versions, the reader should consult the main page of the survey in question. You will find the heading "Other reference periods" on the left-hand side, which contains the questionnaires and details of the different cycles.

2. Flagship surveys

Statistics Canada conducted close to 40 surveys that contain one or more language questions and which are important sources of data on languages in Canada and on official-language minorities. The Census of Population provides data for geographic levels as detailed as neighbourhoods, cities and towns. Some surveys enable us to study such topics as the community vitality, the feeling of belonging, language trajectories, family dynamics of exogamous couples (English/French), economic integration of newcomers, etc. These are of course just a few examples of the themes tackled in Statistics Canada surveys.

Of the 39 Statistics Canada surveys containing language data, some are more important in terms of data on official-language minorities because they contain more questions or have larger sample sizes and thus greater analytical potential. We have identified nine flagship surveys that can be used to examine languages and official-language minorities:

Census from 1971 to 2006 (2B): The census long form (2B), distributed to 20% of the Canadian households (1/3 in the case of the 1971 and 1976 censuses), contains, since 2001, as many as seven language questions or sub-questions. There are a number of benefits to these databases. First, the size of the samples of French-speaking persons outside Quebec and English-speaking persons in Quebec makes it possible to conduct more detailed analyses at finer geographic levels and for certain characteristics of the population, such as age groups, sex and family type. Additionally, on account of the vast range of information collected, it is possible to examine various elements of the lives and the characteristics of these two populations: level of education, income, employment, etc.

2011 Census: The 2011 Census form, distributed to all the households, contains three language questions. The first analyses of the 2011 Census language data were released on October 24, 2012.

National Household Survey (NHS, 2011): The NHS contains seven language questions or sub-questions, that is, the same questions that are in the 2006 Census long form. This survey samples approximately one-third of Canadian households. As a voluntary survey, the final sample size will be known at the time of the first data release on May 8, 2013.

Survey on the Vitality of Official-Language Minorities (SVOLM, 2006): A postcensal survey conducted in 2006, the SVOLM is the only national survey dealing exclusively with Francophones outside Quebec and Anglophones in Quebec. The samples are representative of these populations and are used to carry out detailed analyses on a wide range of topics including language of studies, language trajectories, perceived subjective vitality of the community, language of instruction of children, and use of the minority language in the public sphere (in stores, with doctors or lawyers, listening to the radio, etc.) and the private sphere (with spouse/partner, children, parents). The SVOLM also contains a representative sample of respondents who have French as their first official language whose mother tongue is a language other than French or English and who resided in the Montreal census metropolitan area at the time of the survey.

Programme for the International Assessment of Adult Competencies Survey (PIAAC, 2011): Data collection for this survey was completed in June 2012. It contains an oversampling of official-language minorities to enable detailed analyses of Francophones outside Quebec, particularly those of New-Brunswick, Ontario and Manitoba, and Anglophones in Quebec. The data from this survey may be suitable for measuring and estimating, most notably, the reading and writing, habits, preferences and capabilities, in English and French, of members of official-language minorities.

Labour Force Survey (LFS, March 2012): The LFS is a monthly survey designed to capture a current, detailed picture of the country's labour market. LFS data are used to generate standard labour market indicators such as unemployment rate, employment rate and participation rate. The LFS also provides employment estimates by industry, occupation, number of hours worked, etc. A module of four language questions was added to the Labour Force Survey in March 2012 at the request of the Enabling Fund for Official-Language Minority Communities of Human Resources and Skills Development Canada (HRSDC) as a way to identify certain language characteristics of the labour force and Canadian workers. This is the first time that language questions have been added to the LFS. The data from this survey will provide a means to analyze the status and the integration of official-language minorities in the labour market.

General Social Survey (GSS): The GSS is a very important source of information on Canadians and, more specifically, on official-language minorities. It is an annual survey on different topics. For example, family, victimization, time use and social support are recurring themes tackled in the different GSS cycles. There are two components to the survey questionnaire: one series of questions on the main theme and a second series of classification questions. The classification questions define the socio-demographic groups used to analyze the main thematic data. Language, age, sex, level of education and income are examples of the classification variables. The main thematic content measures the evolution of society in terms of living conditions and well-being, and provides data to inform very specific public policy debates. GSS data are therefore used to examine the specific topics associated with each cycle, but may also be used to monitor the evolution of certain socio-demographic characteristics through the classification questions.

PISA/YITS: The Programme for International Student Assessment (PISA) and the Youth in Transition Survey (YITS) are two parallel programs looking at young Canadians. PISA evaluates the knowledge and skills of youth about to complete their mandatory schooling. The YITS is designed to identify and shed light on the major transitions in young people's lives, as well as the factors influencing those transitions, such as family, school experiences and labour market experiences.

Census

Summary

Every five years, Statistics Canada conducts a census of the population. The most recent took place on May 10, 2011. Statistics Canada conducts the Census of Population with the aim of painting a statistical picture of Canada on a specific date. The census is designed to provide information on the social and demographic characteristics of Canadians.

The 2011 Census questionnaire contains the same eight questions that appeared in the 2006 Census short-form questionnaire, including three questions concerning language: mother tongue, knowledge of official languages and language(s) spoken most often or regularly at home. The information previously collected by the census long-form questionnaire has since 2011 been collected in the new voluntary National Household Survey (NHS, #5178).

Language questions in the census

Since 2011, the Census has included the following language questions:

What is the language that this person first learned at home in childhood and still understands?

Can this person speak English or French well enough to conduct a conversation?

What language does this person speak most often at home?

Does this person speak any other languages on a regular basis at home?

The "first official language spoken" variable can be derived from three census questions using a method that successively takes into consideration the responses to the questions on knowledge of official languages, mother tongue and language spoken most often at home.

Census data access

The Statistics Canada website offers a number of census products providing statistical information on the characteristics of the population, households, housing and families, characteristics that are measured at the time of the census. They are available on the census page of the Statistics Canada website.[4] Certain products include information on language characteristics:

- *Topic-based tabulations* are a series of cross-tabulations that offer a portrait of Canada based on the various census topics. They range in complexity and are available for various levels of geography;[5]
- *Highlight tables* provide information highlights by topic via key indicators for various levels of geography;[6]
- The *Focus on Geography* series provides quick access to key results from the census at different levels of geography.[7]

See the census website for a complete list of products.

Website: http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=3901&lang=en&db=IMDB&dbg=f&adm=8&dis=2

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[4] **Census on the Statistics Canada website:** http://www12.statcan.gc.ca/census-recensement/index-eng.cfm?HPA

[5] **Topic-based tabulations:** http://www12.statcan.gc.ca/census-recensement/2011/dp-pd/tbt-tt/Index-eng.cfm

[6] **Highlight tables:** http://www12.statcan.gc.ca/census-recensement/2011/dp-pd/hlt-fst/index.cfm?Lang=E

[7] **Focus on geography series:** http://www12.statcan.gc.ca/census-recensement/2011/as-sa/fogs-spg/Index-eng.cfm?Lang=Eng

Census-related publications

Statistics Canada (2012). *Linguistic Characteristics of Canadians: Language, 2011 Census of Population*, analytical document, Statistics Canada Catalogue no. 98-314-X2011001.

Statistics Canada (2012). *French and the francophonie in Canada: Language, 2011 Census of Population*, Census in Brief, Statistics Canada Catalogue no. 98-314-X2011003.

The *Portrait of Official-Language Minorities in Canada* series consists of 11 analytical documents, one for each of the 10 provinces and one for the three territories. All 11 portraits are available on the Statistics Canada website.[8]

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[8] The complete portrait series can be found at http://www5.statcan.gc.ca/bsolc/olc-cel/olc-cel?catno=89-642-x&CHROPG=1&lang=eng

National Household Survey (NHS) (2011)

Record number: 5178

Summary

The National Household Survey collects social, demographic and economic data that are used to support federal, provincial, territorial and local government planning and program delivery. In particular, the data are used in planning such services as child care, schooling, family services, housing, roads and public transportation, and skills training for employment. This new survey complements the data collected by the census.

Starting in 2011, information previously collected by the mandatory long-form census questionnaire (2B questionnaire) is collected as part of the voluntary National Household Survey (NHS).

Frequency

Every five years

Target population

The National Household Survey includes all people who usually live in Canada, including persons asking for refugee status, and persons from another country with a work, study or temporary resident permit and family members living with them. The survey excludes people living in institutions such as hospitals and retirement homes. Approximately 4.5 million households across Canada were selected for the NHS. This represents about one-third of all households.

Sample size

The final sample size will not be known until the data release that will take place on May 8, 2013.

Language questions in the survey

Can this person speak English or French well enough to conduct a conversation?

What language(s), **other than English or French**, can this person speak well enough to conduct a conversation?

What language does this person speak **most often** at home?

Does this person speak any other languages **on a regular basis** at home?

What is the language that this person **first learned** at home **in childhood** and still understands?

In this job, what language did this person use **most often**?

Did this person use any other languages **on a regular basis** in this job?

The "first official language spoken" variable can be derived from three language questions using a method that successively takes into consideration the responses to the questions on knowledge of official languages, mother tongue and language spoken most often at home.

Survey data access

A public use microdata file is planned and a microdata file will be available in the Research Data Centres (RDC).

Website: http://www23.statcan.gc.ca:81/imdb/p2SV.pl?Function=getSurvey&SDDS=5178&lang=fr&db=imdb&adm=8&dis=2

3. Vitality, culture and leisure

Survey on the Vitality of Official-Language Minorities (SVOLM) (2006)

Record number: 5099

Summary

This survey pertains to the vitality of Canada's official-language minorities, namely Anglophones in Quebec and Francophones outside of Quebec. The information collected allow for a more in-depth understanding of the current situation of individuals who belong to these groups on subjects as diverse as instruction in the language of the minority or access to different services in the language of the minority (i.e., health care), as well as language practices both at home and outside of the home.

Frequency

One time only, postcensal, 2006.

Target population

The survey's target population consists of two groups: persons under age 18 in households where at least one parent belongs to the official-language minority, and persons aged 18 and over who belong to the official-language minority in the ten provinces and in the three territories together.

Sample size

The sample size is approximately 35,000 respondents: 20,067 adults and 15,550 children.

Sample size based on main language characteristic

The sample is drawn according to language characteristics and is designed to produce estimates for French-speaking adults outside Quebec and English-speaking adults in Quebec. It includes 5,147 children and 6,922 adults in Quebec and 9,709 children and 12,376 adults outside Quebec. Montreal allophones were oversampled, with 694 children and 769 adults oriented toward French rather than English.

Language questions in the survey

What is the language that you first learned at home in childhood and still understand?

What language do you speak most often at home?

Do you speak any other languages on a regular basis at home?

Which language(s), English or French, do you know well enough to conduct a conversation?

What language do you use **most often** at work? (adult sample only)

Do you use other languages at work on a **regular** basis? (adult sample only)

The survey also includes a number of language identifiers, including main language, a self-assessment of reading and writing abilities in the two official languages, the language used for different tasks at work, the use of languages in various areas of the public sphere and the perception of the presence of the language in the municipality.

Survey data access

Several reports that make use of SVOLM data are available on the Statistics Canada website. Additionally, the public use microdata file is available through the Data Liberation Initiative (DLI). The microdata file itself is available in the Research Data Centres.

Website: http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=5099&lang=en&db=imdb&dbg=f&adm=8&dis=2

Examples of publications related to the survey

Corbeil, Jean-Pierre, Claude Grenier and Sylvie Lafrenière (2007), *Minorities Speak Up: Results of the Survey on the Vitality of Official-Language Minorities – 2006*, Statistics Canada Catalogue no. 91-548-XWE.

The *Portrait of Official-Language Minorities in Canada* series consists of 11 analytical documents, one for each of the 10 provinces and one for the three territories. The 11 portraits are based on SVOLM and census data. They are available on the Statistics Canada website.[9]

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[9] The complete portrait series can be found at http://www5.statcan.gc.ca/bsolc/olc-cel/olc-cel?catno=89-642-x&CHROPG=1&lang=eng

Canada Survey of Giving, Volunteering and Participating (CSGVP) (2010)

Record number: 4430

Summary

The purpose of the Canada Survey of Giving, Volunteering and Participating (CSGVP) is to collect data regarding unpaid volunteer activities, charitable giving and participation.

The Canada Survey of Giving, Volunteering and Participating has three objectives:

1. to collect national data to fill a void of information about individual contributory behaviours including volunteering, charitable giving and participation;
2. to provide reliable and timely data to the System of National Accounts;
3. to inform both the public and voluntary sectors in policy and program decisions that relate to the charitable and volunteer sector.

Frequency

Every three years, Cross-sectional survey: 1997, 2000, 2004, 2007 and 2010.

Target population

The target population was all persons 15 years of age and older, excluding inmates of institutions and full-time members of the Canadian Armed Forces.

Sample size

The final sample size for the 2010 survey is 15,482 respondents.

Sample size based on main language characteristic

The main language characteristic used is mother tongue.

Table 3.1
Sample sizes of official-language minorities, based on the criterion of mother tongue, Canada Survey of Giving, Volunteering and Participating , 2010

Language	Canada less Quebec	Quebec
	number	
French only	637	...
English only	...	147

Sources: Statistics Canada, Canada Survey of Giving, Volunteering and Participating, 2010.

Language questions in the survey

What is the language that you first learned at home in childhood and can still understand?

What language do you speak most often at home?

Survey data access

In addition to the information and publications on the Statistics Canada website, the CSGVP public use microdata file is available through the Data Liberation Initiative (DLI). The microdata file is also available in the Research Data Centres.

Website: http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=4430&lang=en&db=IMDB&dbg=f&adm=8&dis=2

Examples of publications related to the survey

Thomas, Derrick (2012). "Giving and volunteering among Canada's immigrants", *Canadian Social Trends*, No. 93, pp. 60-73, Statistics Canada Catalogue no. 11-008.

Vézina, Mireille and Susan Crompton (2012). "Volunteering in Canada", *Canadian Social Trends*, No. 93, pp. 39-59, Statistics Canada Catalogue no. 11-008.

Survey of Volunteer Activity (1987)

Record number: 3865

Summary

The Survey of Volunteer Activity is the second in a series of surveys sponsored by the Secretary of State of Canada concerning voluntarism in Canada. The objectives of this survey are to provide information on the activities of volunteers and the organizational settings in which they work, the reasons for being volunteers, the amount and pattern of time spent volunteering through organizations, the cost of volunteering, and the opinions of volunteers on various aspects of their voluntary experience.

This survey is the previous version of the Canada Survey of Giving, Volunteering and Participating (CSGVP, 2004; 4430), indexed in this document.

Frequency

One time only.

Target population

This is a supplement to the Labour Force Survey (LFS). The target population consisted of all non-institutionalized persons 15 years of age and older. Excluded from the survey's coverage were persons living on reserves and other Aboriginal settlements, full-time members of the Canadian Armed Forces and institutional residents.

Sample size

The final size of the sample is 37,426 persons.

Sample size based on main language characteristic

The main language characteristic used for this survey is the language spoken most often at home.

Table 3.2
Sample sizes of official-language minorities, based on the criterion of language spoken most often at home, Survey of Volunteer Activity, 1987

Language	Canada less Quebec	Quebec
	number	
French	1,331	...
English	...	386
French and English	126	45
Total	**1,457**	**431**

Note: Data are drawn from the public use microdata files.
Source: Statistics Canada, Survey of Volunteer Activity, 1987.

Language question in the survey

What language do you speak most often at home?

Survey data access

In addition to the information and publications on the Statistics Canada website, the Survey of Volunteer Activity public use microdata file is available through the Data Liberation Initiative (DLI). This survey is not available in the Research Data Centres.

Website: http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=3865&lang=en&db=IMDB&dbg=f&adm=8&dis=2

4. Ethnic diversity and immigration

Ethnic Diversity Survey (EDS) (2002)

Record number: 4508

Summary

This is a survey on ethnicity that undertakes to address the various dimensions of this subject and related issues on Canada's changing cultural diversity.

There are two primary objectives of the survey. First of all, the survey will help us to better understand how people's backgrounds affect their participation in the social, economic and cultural life of Canada. Secondly, the survey will provide information to better understand how Canadians of different ethnic backgrounds interpret and report their ethnicity.

Topics covered in the survey include ethnic ancestry, ethnic identity, place of birth, visible minority status, religion, religious participation, knowledge of languages, family background, family interaction, social networks, civic participation, interaction with society, attitudes, satisfaction with life, trust and socioeconomic activities.

The survey explores both objective and subjective dimensions of ethnicity and asks questions about the respondent's ethno-cultural background in order to better understand how respondents choose (or do not choose) certain ethnic identifications.

Frequency

One time only, postcensal, 2002.

Target population

The population sampled was selected on the basis of the responses given to questions on ancestors' ethnic origin, the respondent's place of birth, and the place of birth of parents in the 2001 Census. It includes persons aged 15 years or older living in private dwellings in Canada's ten provinces. It does not include persons living in collective dwellings, persons living on Indian reserves, persons reporting an Aboriginal origin or identity, or persons living in Northern and remote areas.

Sample size

The size of the final sample is 42,476 persons.

Sample size based on main language characteristic

The main language characteristic used to identify official-language minorities in the EDS is mother tongue, namely the language first learned at home in childhood (single responses only).

Table 4.1
Sample sizes of official-language minorities, based on the criterion of mother tongue, Ethnic diversity and immigration, 2002

Language	Canada less Quebec	Quebec
	number	
French	1,085	...
English	...	1,197

Source: Statistics Canada, Ethnic diversity and immigration survey, 2002.

Language questions in the survey

What was the language that you first learned at home in childhood?

Can you still **understand** [*mother tongue*]?

Using a scale of 1 to 5, where 1 is “not well” and 5 is “very well”, how well can you **understand** [*mother tongue*] now?

Can you still **speak** [*mother tongue*]?

Using a scale of 1 to 5, where 1 is “not well” and 5 is “very well”, how well can you **speak** [*mother tongue*] now?

Besides the language of the interview and your first language, are there other languages that you speak well enough to conduct a conversation?

What languages are these?

Using a scale of 1 to 5, where 1 is “not well” and 5 is “very well”, how well can you **speak** [*spoken language*] now?

What language do you speak **most often** at home?

Are there any other languages you speak on a regular basis at home?

What languages are these?

What language do you speak **most often** with your friends?

Are there any other languages you speak on a regular basis with your friends?

What languages are these?

Up until you were age 15, what language did you and your parents use **most of the time** when speaking to each other?

Up until you were age 15, what language did you and your brothers, sisters, and any other children **in your household**, use **most of the time** when speaking to each other?

What was the language that your mother **first** learned at home in childhood?

What was the language that your father **first** learned at home in childhood?

What languages does your spouse/partner speak well enough to conduct a conversation?

What was the language that your spouse/partner first learned at home in childhood?

Does your spouse/partner still speak [*mother tongue*]?

What languages does [*child's name*] speak well enough to conduct a conversation?

What was the **first** language that [*child's name*] learned at home?

Does [*child's name*] still speak [*mother tongue*]?

Using a scale of 1 to 5, where 1 is not important at all and 5 is very important, how important is it **to you** that [*child's name*] learn to speak [*mother tongue*]?

Survey data access

In addition to the information and publications on the Statistics Canada website, the EDS public use microdata file is available through the Data Liberation Initiative (DLI). The microdata file is also available in the Research Data Centres.

Website: http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=4508&lang=fr&db=IMDB&dbg=f&adm=8&dis=2

Examples of publications related to the survey

Abada, Teresa, & Eric Y. Tenkorang (2009). "Pursuit of university education among the children of immigrants in Canada: the roles of parental human capital and social capital". *Journal of Youth Studies*, 12(2), 185-207.

Boyd, Monica, & Emily Laxer (2011). "Voting across immigrant generations" in Reading sociology: Canadian perspectives, L. Tepperman & A. Kalyta (Eds.). Toronto: Oxford University Press.

Buzdugan, Raluca & Shiva S. Halli (2009). "Labour market experiences of Canadian immigrants with focus on foreign education and experience". *International Migration Review*, 43 (2), 366-386.

Longitudinal Immigration Database (IMDB)

Record number: 5057

Summary

The Immigration Database was created to respond to the need for detailed and reliable data on the performance and impact of the Immigration Program.

The Longitudinal Immigration Database (IMDB) is an administrative database combining linked immigration and taxation records. The IMDB is a comprehensive source of data on the economic behaviour of the immigrant taxfiler population in Canada and is the only source of data that provides a direct link between immigration policy levers and the economic performance of immigrants. The database is managed by Statistics Canada on behalf of a federal-provincial consortium led by Citizenship & Immigration Canada. This database contains only the names of people who have obtained landed immigrant status since 1980 and have filed at least one income tax return since becoming a landed immigrant.

The IMDB allows the analysis of relative labour market behaviour of different categories of immigrants over a period long enough to assess the impact of immigrant characteristics, such as education and knowledge of French or English, to their settlement success. It is also used to assess the various categories and number of immigrants with access to social assistance and allows the measurement and analysis of secondary inter-provincial and inter-urban migration.

Reference period

Data collection occurs throughout the calendar year for immigration data and in March and April for fiscal data.

Target population

A person is included in the database only if he or she obtained landed immigrant status since 1980 and filed at least one tax return since becoming a landed immigrant.

Data access

The data are available as customized tables on a cost-recovery basis. Some tables will soon be available on CANSIM.

Sample size

The database contains information on approximately 4.88 million immigrants.

Language variables available

Language characteristics are drawn from the Generic Application Form for Canada:[10]

- Language preference for
    a) correspondence
    b) interview
    c) interpreter requested
- Mother tongue (This is not a specific question. Although respondents are encouraged to indicate their mother tongue, no explanation or definition is provided).
- If your native language is not English or French, which one do you use most frequently? English, French, Neither
- Are you able to communicate in English, in French or in both languages?[11] English, French, Both, Neither

Website: http://www23.statcan.gc.ca:81/imdb/p2SV.pl?Function=getSurvey&SDDS=5057&lang=fr&db=imdb&adm=8&dis=2

Publications related to the database

Bernard, André (2008). "Immigrants in the hinterlands", *Perspectives on Labour and Income*, Vol. 9, No. 1, January, Statistics Canada Catalogue no. 75-001-X.

Dempsey, Colleen (2004). "Elderly Immigrants in Canada: Income Sources and Composition". *Horizons, Policy Research Initiative*, Vol. 2, No. 7.

Picot, Garnett, Feng Hou and Simon Coulombe. 2007. "Chronic Low Income and Low-income Dynamics Among Recent Immigrants". *Analytical Studies Branch Research Paper Series*, No. 294, Statistics Canada Catalogue no. 11F0019MIE.

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[10] Generic Application Form: http://www.cic.gc.ca/english/information/applications/index.asp

[11] Based on the applicant's self-assessment, except in cases where the immigration officer completes the form for the applicant.

Longitudinal Survey of Immigrants to Canada (LSIC)) (2005)

Record number: 4422

Summary

The Longitudinal Survey of Immigrants to Canada (LSIC) examines immigrants' settlement process during the first four years following their arrival in Canada, a crucial time when newcomers establish economic, social and cultural ties to Canadian society. To this end, the objectives of the survey are two-fold: to study how new immigrants adjust to life in Canada over time; and to provide information on the factors that can facilitate or hinder this adjustment.

Topics covered in the survey include language proficiency, housing, education, foreign credential recognition, employment, health, values and attitudes, the development and use of social networks, citizenship, income, and perceptions of life in Canada. The questions concern the respondent's situation before and after coming to Canada.

Frequency

The Longitudinal Survey of Immigrants to Canada is a longitudinal survey conducted on a cohort of immigrants. This cohort was interviewed three times: six months (Wave 1 in 2001), two years (Wave 2 in 2003) and four years (Wave 3 in 2005) after arriving in Canada.

Target population

The target population for the survey consists of immigrants who meet the three following criteria:

- arrived in Canada between October 1, 2000 and September 30, 2001;
- were aged 15 years or older at the time of landing;
- landed from abroad, must have applied through a Canadian Mission Abroad.

Individuals who applied and landed from within Canada are excluded from the survey. Refugees claiming asylum from within Canada are also excluded from the scope of the survey.

The LSIC's population of interest consists of immigrants in the target population who are still living in Canada at the time of the interview.

Sample size

Wave 1: 12,000

Wave 2: 9,300

Wave 3: 7,700

Sample size based on main language characteristic

Since most immigrants have a mother tongue other than English or French, we are instead interested in the knowledge-of-English or -French characteristic to identify official-language minorities in the LSIC. Included in the total for Quebec are respondents who reported being able to speak only English "well" or "very well." For Canada less Quebec, the total includes those who reported being able to speak only French "well" or "very well."

Table 4.2
Sample sizes of official-language minorities, based on the criterion of knowledge of French or English, for each wave of the Longitudinale Survey of Immigrants to Canada, 2001, 2003 and 2005

Wave	Canada less Quebec - French	Quebec - English	Total sample
	number		
Wave 1 (6 months)	321	650	12,000
Wave 2 (2 years)	272	648	9,300
Wave 3 (4 years)	222	596	7,700

Note: Data are based on the province of residence at the time of the interview and not at the time of landing.
Sources: Statistics Canada, Longitudinale Survey of Immigrants to Canada, 2001, 2003 and 2005.

Language questions in the survey

(Not all the questions come from the third wave of interviews.)

What is the first language that you learned at home as a child and that you still understand?

What language do you speak most often at home?

How well can you speak English/French? Would you say poorly, fairly well, well, very well?

How easy is it for you to tell someone in French/English what your address is?
Would you say you can do this easily, you can do this with some help, you can do this with a lot of help, or you cannot do this?

How easy is it for you to tell someone in French/English what you did before immigrating to Canada?
Would you say you can do this easily, you can do this with some help, you can do this with a lot of help, or you cannot do this?

How easy is it for you to understand a message in French/English over the telephone? Would you say you can do this easily, you can do this with some help, you can do this with a lot of help, you cannot do this?

How easy is it for you to tell a doctor who speaks only French/English what the problem is? Would you say you can do this easily, you can do this with some help, you can do this with a lot of help, you cannot do this?

How easy is it for you to ask someone who speaks only French/English to re-arrange a meeting with you? Would you say you can do this easily, you can do this with some help, you can do this with a lot of help, you cannot do this?

How well can you read in French/English? Would you say that you read poorly, fairly well, well, very well?

How well can you write in French/English? Would you say that you write poorly, fairly well, well, very well, cannot write this language?

Have you learned most of your English/French before or after your arrival in Canada?

How did you learn most of your English/French?

How important is it for you to learn or improve your French/English? Would you say that it is very important, important, not very important, not important at all?

When you arrived in Canada, did you have plans to study or improve your English/French?

Since you came to Canada, what steps have you taken to improve your English/French?

Since you came to Canada, do you feel that you have had opportunities to learn or improve your English/French?

Are there any other languages, other than those you have already mentioned, that you speak or read at least to some degree?

Which other languages can you speak or read?

What was the language of instruction of your highest level of education attained **outside** Canada?

In what language do you speak outside of class with your friends from school?

In what language is/are your child/children mainly taught at school?

In what language do/did you speak with your business partner(s)?

In what language do/did you speak with your employees?

In what language do/did you speak with your clients?

In what language do/did you speak with your suppliers?

In what language do/did you speak with the people you work(ed) with?

In what language do/did you speak with your supervisors?

Survey data access

The Statistics Canada website contains information and publications on the LSIC. For access to the survey data, the microdata file is available in the Research Data Centres. There is no public use microdata file for the LSIC.

Website: http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=4422&lang=fr&db=imdb&adm=8&dis=2

Examples of publications related to the survey

Chui, Tina, and Kelly Tran. 2003. *Longitudinal Survey of Immigrants to Canada: Progress and Challenges of New Immigrants in the Workforce*. Statistics Canada Catalogue no. 89-615-XWE.

Grenier, Gilles & Li Xue (2011). "Canadian Immigrants' Access to a First Job in Their Intended Occupation". *Journal of International Migration and Integration*, 12, 3: 275-303.

5. Education, training and learning

International Adult Literacy and Skills Survey (IALSS) (2011)

Record number: 4406

Summary

The 2003 International Adult Literacy and Skills Survey (IALSS) is the Canadian component of the Adult Literacy and Life Skills Survey (ALL). The main purpose of the survey was to find out how well adults used printed information to function in society. Another aim was to collect data on the incidence and amount of participation in adult education and training. The data can also be used to investigate the relationships between initial instruction and adult education, on the one hand, and literacy, numeracy and problem solving proficiency and wider economic and social outcomes, on the other.

In 2011, the purpose of the International Study of Adults, renamed the Programme for the International Assessment of Adult Competencies (PIAAC), was to capture a clear picture of the challenges we face as a country to develop a more skilled workforce in the 21st century. The data could therefore be used to understand the importance of developing and retaining skills, how education and training programs could contribute to skills development and how skills are used on a daily basis.

Survey data include background information (demographic characteristics, education, language, labour force, training, literacy uses, information and communication technology, income) and psychometric results on respondents' proficiency in four skill domains: prose literacy, document literacy, numeracy and problem solving.

In addition, a subsidiary goal of the IALSS was to provide information regarding change in the distribution of skills over the years since the previous survey (the 1994 International Adult Literacy Survey).

Frequency

Occasional and cross-sectional: the PIAAC is conducted every 10 years.

Target population

This is a sample survey with a cross-sectional design representing Canadian adults aged 16 to 65 (inclusively) not residing in institutions or on Aboriginal reserves. In addition to provincial and territorial estimates, the survey was designed to provide reliable estimates for a variety of special target populations such as recent and established immigrants, Francophones in New Brunswick, Manitoba and Ontario, Anglophones in Quebec, Urban Aboriginals in Manitoba and Saskatchewan, Youth in Quebec and British Columbia and Aboriginal residents in the three northern territories.

Sample size

The IALSS (2003) sample consists of 23,038 Canadians aged 16 years or older. The final PIAAC (2011) sample consists of 27,285 Canadians aged 16 to 65 years. The data will be released in fall 2013.

Sample size based on main language characteristic

The sample sizes shown below are those of the IALSS (2003). The main language characteristic used to determine the size of the samples of official-language minorities for the IALSS (2003) is mother tongue, that is the first language learned and still understood (single responses). PIAAC (2011) data will be released in fall 2013. The PIAAC contains a representative sample of official-language minorities in New Brunswick, Quebec, Ontario and Manitoba.

Table 5.1
Sample sizes of official-language minorities, based on the criterion of the first language learned and still understood, International Adult Literacy and Skills Survey, 2003

Language	Canada less Quebec	Quebec
	number	
French	4,179	...
English	...	728

Source: Statistics Canada, International Adult Literacy and Skills Survey, 2003.

Language questions in the survey

What is the language that you first learned at home in childhood and still understand?

What is the second language that you first learned at home in childhood and still understand?

What language do you speak most often at home?

Do you speak any other languages on a regular basis at home?

What are these other languages?

How would you rate your current reading skills [in English/French]?

How would you rate your current writing skills [in English/French]?

How would you rate your current ability to speak [English/French]?

What language [do you] [did you] use most often at work?

Outside your work, how often do you usually ... read newspapers, magazines or newsletters [in French] [in English]?

In everyday life, how often do you usually ... read newspapers, magazines or newsletters [in French] [in English]?

Outside your work, how often do you usually ... read books, fiction or non-fiction [in English] [in French]?

In everyday life, how often do you usually... read books, fiction or non-fiction [in English] [in French]?

Since your arrival, have you taken or are you taking any English/French language training?

Do you plan to take English/French language training in the future, and if so when?

Survey data access

In addition to the information and publications on the Statistics Canada website, the IALSS (2003) public use microdata file is available through the Data Liberation Initiative (DLI). The microdata file is also available in the Research Data Centres (RDC). A public use microdata file is planned for the PIAAC (2011) data along with the release of the microdata file in the RDCs. Additional information will also be available on the site of the Organisation for Economic Co-operation and Development (OECD).

Website: http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=4406&lang=fr&db=IMDB&dbg=f&adm=8&dis=2

Example of a publication related to the survey

Green, David A. & Craig Riddell (2001). *Literacy, Numeracy and Labour Market Outcomes in Canada.* Statistics Canada Catalogue no. 89-552-MPI 2001008.

Access and Support to Education and Training Survey (ASETS) (2008)

Record number: 5151

Summary

The Access and Support to Education and Training Survey addresses issues relating to antecedents and determinants to access to Post Secondary Education (PSE), including the role of student financing and participation in adult education and training.

The ASETS replaces the Survey of Approaches to Educational Planning (SAEP, record number 4442), the Post-secondary Education Participation Survey (PEPS, record number 4446) and the Adult Education and Training Survey (AETS, record number 3879).

The ASETS expands the analytical potential of the three separate surveys, in terms of the content that can be addressed, the sample sizes and the possibility to study the correlates across all three themes within the context of lifelong learning. The data collected by the ASETS will help to monitor preparedness and access to education, evaluate the effectiveness of government education-related programs and develop policies to deal with the training needs of Canadians.

Frequency

Occasional.

Target population

The target population for ASETS is comprised of all Canadian residents aged less than 65 years old, excluding individuals residing in the three territories in the North, and excluding individuals residing in institutions.

Sample size

The final sample size is 23,575.

Sample size based on main language characteristic

The sample size for official-language minorities is determined from the answers to the question on mother tongue.

Table 5.2
Sample sizes of official-language minorities, based on the criterion of mother tongue, Access and Support to Education and Training Survey (2008)

Language	Canada less Quebec	Quebec
	number	
French only	1,213	...
English only	...	101

Source: Statistics Canada, Access and Support to Education and Training Survey (2008)

Language questions in the survey

What is the language spoken most often in your household?

If you had to use English very often in your daily activities outside of your home, for example at school, at work, in stores, would you say that it would ...? Not be possible; Be possible, but with difficulty; Be easy enough; Be very easy.

If you had to use French very often in your daily activities outside of your home, for example at school, at work, in stores, would you say that it would ...? Not be possible; Be possible, but with difficulty; Be easy enough; Be very easy.

What is the language that you first learned at home in childhood and still understand?

If your spouse or partner had to use English very often in daily activities outside of your home, for example at school, at work, in stores, would you say that it would ...? Not be possible; Be possible, but with difficulty; Be easy enough; Be very easy.

If your spouse or partner had to use French very often in daily activities outside of your home, for example at school, at work, in stores, would you say that it would ...? Not be possible; Be possible, but with difficulty; Be easy enough; Be very easy.

What is the language that your spouse or partner first learned at home in childhood and still understands?

If [name of child] had to use English very often in (his/her) daily activities outside of your home, would you say that it would ...? Not be possible; Be possible, but with difficulty; Be easy enough; Be very easy.

If [name of child] had to use French very often in (his/her) daily activities outside of your home, would you say that it would ...? Not be possible; Be possible, but with difficulty; Be easy enough; Be very easy.

What is the language that [name of child] first learned at home in childhood

and still understands?

Has [name of child] ever been enrolled in a language immersion program at the elementary or secondary school level such as ...? A French immersion program; An English immersion program; Another immersion program; No child has never been enrolled in an immersion program.

Survey data access

In addition to the information on the Statistics Canada website and the survey's main page, the public use microdata file is available through the Data Liberation Initiative (DLI). No microdata file is available in the Research Data Centres.

Website: http://www23.statcan.gc.ca:81/imdb/p2SV.pl?Function=getSurvey&SDDS=5151&lang=fr&db=imdb&adm=8&dis=2

International Survey of Reading Skills (ISRS) (2005)

Record number: 5070

Summary

The International Survey of Reading Skills (ISRS) was designed to characterize the reading profiles and learning needs of demographically different groups of low skilled Canadian adults by administering a battery of clinical reading tests to a sample of adults in 2005 who previously had participated in the 2003 International Adult Literacy and Skills Survey (IALSS, record number 4406). The International Survey of Reading Skills was part of an international survey being undertaken by Statistics Canada in partnership with Human Resources and Skills Development Canada (HRSDC), the National Centre for Education Statistics (NCES) and the Education Testing Service (ETS).

The goal of the survey was to better understand the relationship between underlying reading skills, such as word recognition, vocabulary and spelling and the performance on the prose and document literacy scale from IALSS. Other objectives were to:

- Measure the underlying reading skills described above and show how the results are distributed over the population;
- Group low-literacy adults according to their underlying reading skills in order to identify:
    - the size of each group;
    - the common socioeconomic characteristics of each group;
    - an appropriate curriculum for each group based upon their socioeconomic characteristics and their underlying reading skills;
- Compare the underlying reading skills of low-literacy and high-literacy adults;
- Identify the relationship between these underlying reading skills and other characteristics of adults with low literacy.

Frequency

One time only, 2005

Target population

This survey was a follow-up to the IALSS study. The target population were adults between 16 and 65 years of age who participated in the IALSS in 2003 and resided in the ten Canadian provinces at the time of IALSS data collection. Institutional residents, members of the armed forces, and individuals living on Indian Reserves or remote regions are excluded from the survey.

Sample size

The final size of the sample is 1,815.

Sample size based on main language characteristic

For the International Survey of Reading Skills (2005), the main language characteristic used is mother tongue as asked in the IALSS (2003): What is the language that you first learned at home in childhood and **still understand**?

Table 5.3
Sample sizes of official-language minorities, based on the criterion of mother tongue that was indicated in the International Adults Literacy and Skills Survey (IALSS), 2003

Language	Canada less Quebec	Quebec
	number	
French	324	...
English	...	46

Note: Single responses only.

Source: Statistics Canada, International Adults Literacy and Skill Survey, 2003

Also, according to ISRS data, 64 persons living in Quebec learned to speak English before starting school and 344 persons living outside Quebec learned to speak French before starting school.

Language questions in the survey

What language or languages did you learn to speak before you started school?

What language did you first learn to read?

What language did you first learn to write?

Tell me what language or languages you use regularly in each of the following situations.

. . . at home?

. . . at work?

. . . while shopping?

. . . with relatives?

. . . with friends?

Excluding language courses, what language or languages were used for teaching your courses in elementary school?

Did you ever have trouble with reading in that (those) language(s) when you were

in elementary school?

Excluding language courses, in what language or languages were your courses taught in high school or junior high?

Survey data access

The Statistics Canada website contains information and publications on the ISRS. For access to the survey data, the microdata file is available in the Research Data Centres. There is no public use microdata file for the ISRS.

Website: http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=5070&lang=fr&db=IMDB&dbg=f&adm=8&dis=2

Examples of publications related to the survey

Park, Hyunjoon & Pearl Kyei (2011). "Literacy Gaps by Educational Attainment: A Cross-National Analysis", *Social Forces*, 89; 3: 879-904.

Statistics Canada (2005). *Building on our Competencies: Canadian Results of the International Adult Literacy and Skills Survey, 2003*, Catalogue no. 89-617-XIE.

Survey of Canadian Attitudes toward Learning (SCAL) (2007)

Record number: 5122

Summary

The Survey of Canadian Attitudes toward Learning is conducted in collaboration with the Canadian Council on Learning (CCL) to assess Canadians' needs, opinions and knowledge concerning learning and education. The SCAL covers three domains that represent learning themes of current importance: early childhood learning, structured learning (elementary, secondary and post-secondary education) and adult learning. The survey will help identify knowledge gaps that exist and lead to a deeper understanding of attitudes towards learning among Canada's population.

Frequency

Cross-sectional, yearly, since 2006.

Target population

Canadian population aged 18 to 74, not residing in institutions or on Indian reserves and excluding members of the Armed Forces.

Sample size

The most recent component of the Survey of Canadian Attitudes toward Learning (SCAL) was conducted in May and June 2007 based on a sub-sample of selected persons in dwellings drawn from the Labour Force Survey (LFS, survey number 3701) for the ten provinces, and the Canadian Community Health Survey (CCHS, survey number 3226) for the territories.

Sample size based on main language characteristic

The main language characteristic used to identify members of the official-language minority in the SCAL is the language used most often in the household.

Table 5.4
Sample sizes of official-language minorities, based on the criterion of language used most often in the household, Survey of Canadian Attitudes toward Learning, 2006, 2007 and 2008

Collection year	Canada less Quebec	Quebec	Total sample size
		number	
2006	217	171	5,266
2007	196	167	5,361
2008	244	79	5,488

Sources: Statistics Canada, Survey of Canadian Attitudes toward Learning , 2006, 2007 and 2008.

Language questions in the survey

What language do you speak most often at home?

Can you speak French or English well enough to conduct a conversation?

Survey data access

In addition to the SCAL information available on the Statistics Canada website, the microdata file is available in the Research Data Centres. There is no public use microdata file for the SCAL.

Website: http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=5122&lang=fr&db=imdb&dbg=f&adm=8&dis=2

National Graduates Survey (NGS) (2005)

Record number: 5012

Summary

The National Graduates Survey (NGS) is designed to measure the short- and medium-term labour market situation of graduates of Canadian public post-secondary education institutions (universities, colleges and vocational/technical training schools).

This survey is designed to determine such factors as: the extent to which graduates of postsecondary programs have been successful in obtaining employment since graduation; the relationship between the graduates' programs of study and the employment subsequently obtained; the graduates' job and career satisfaction; the rates of under-employment and unemployment; the type of employment obtained in relation to career expectations and the qualifications required; and the influence of postsecondary education on occupational achievement.

Frequency

Cross-sectional and longitudinal, irregular. Each graduating class is interviewed twice: two years after graduation and five years after graduation:

- 1978 (class of 1976)
- 1984 (class of 1982)
- 1987 (follow-up: class of 1982)
- 1988 (class of 1986)
- 1991 (follow-up: class of 1986)
- 1992 (class of 1990)
- 1995 (follow-up: class of 1990)
- 1997 (class of 1995)
- 2000 (follow-up: class of 1995)
- 2002 (class of 2000)
- 2005 (follow-up: class of 2000)

The next cycle of this survey is planned for spring 2013.

Target population

Graduates from Canadian public postsecondary education institutions (universities, colleges, trade schools) who graduated or completed the requirements for degrees, diplomas or certificates during the reference calendar year are the targeted population for this survey. Excluded are: graduates from private postsecondary education institutions; completers of continuing-education programs (unless these led to a degree, diploma or certificate); persons who completed vocational programs lasting less than three months; persons who completed programs other than in the skilled trades (e.g. basic training and skill development); completers of provincial apprenticeship programs and those living outside of Canada or the United States at the time of the survey.

Sample size

The size of the final sample for the 2002 survey was 38,483.

Sample size based on main language characteristic

The data provided, based on the respondent's mother tongue and province of residence at the time of the interview, are those for the 2000 graduating class according to their responses in 2002. The question on mother tongue was not asked in the 2005 follow-up.

Table 5.5
Sample sizes of official-language minorities, based on the criterion of the respondent's mother tongue and province of residence at the time of the survey, National Graduates Survey, 2005

Language	Canada less Quebec	Quebec
	number	
French	1,573	...
English	...	756
English and French	175	95
Total	**1,748**	**851**

Source: Statistics Canada, National Graduates Survey, 2005.

Language questions in the survey

The first two questions are not asked on the follow-up survey.

What language did you first learn at home in childhood and still understand?

At the time of your graduation, what languages could you speak well enough to conduct a conversation?

In this job, what language do you use most often?

Do you use any other languages on a regular basis in this job?

What other languages do you use on a regular basis in this job?

Survey data access

In addition to the information available on the Statistics Canada website, the public use microdata file is available through the Data Liberation Initiative (DLI). The microdata file for the National Graduates Survey is available in the Research Data Centres.

Website: http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=5012&lang=fr&db=IMDB&dbg=f&adm=8&dis=2

Examples of publications related to the survey

Desjardins, Louise (2012). *Profile and Labour Market Outcomes of Doctoral Graduates from Ontario Universities.* Research papers: Culture, Tourism and the Centre for Education, Statistics Canada Catalogue no. 81-595-M.

Kamanzi, Pierre Canisius, Marc-André Deniger & Claude Trottier (2010). "L'accès à un emploi permanent: le capital social importe-t-il?", *McGill Journal of Education*, vol. 45, No.1, pp. 93-113.

Statistics Canada (2009). *Transitions to the Labour Market.* Fact Sheet. Pan-Canadian Education Indicators Program, Issue No. 002. Catalogue no. 81-599-X.

National Apprenticeship Survey (NAS) (2007)

Record number: 3160

Summary

The National Apprenticeship Survey (NAS) is the most comprehensive data source on apprenticeship, collected from apprentices. It provides a standardized source of data across all provinces and territories. The NAS collects information on the work and training experiences of apprentices before, during and after their involvement with their apprenticeship program.

The survey has three major objectives:

1. to better understand why a large percentage of registered apprentices do not complete the program;
2. to better understand to what extent program completion effects the labour market outcome of journeymen; and
3. to identify why some apprentices take much longer to complete the program than expected.

Frequency

Cross-sectional, occasional: 1989-1990, 1994 (National Apprenticed Trades Survey), 2007.

Target population

The target population is the registered apprentices in the ten provinces, Yukon and Northwest Territories from the reference years (for the 2007 Survey, the reference years are years of 2002, 2003 and 2004). Nunavut was excluded as they did not participate. This survey specifically targets the following three groups of apprentices: Completers, Discontinuers and Long-term continuers. For Completers and Discontinuers, apprentices had to be identified as such on the list of apprentices provided by each jurisdiction for the reference years 2002, 2003 and 2004. Long-term continuers were defined as all active apprentices (continuers) as of December 31, 2004 that registered as apprentices before the year 2000 (in the same trade as of the one in 2004). At the collection stage, a selected person from any of the three groups defined above was considered in scope for the survey if that person had some apprentice activities between 2000 and 2004.

Sample size

The final size of the sample is 30,572 persons.

Sample size based on main language characteristic

The main language characteristic used to identify official-language minorities in the NAS is the language spoken most often at home.

Table 5.6
Sample sizes of official-language minorities, based on the criterion of language spoken most often at home, National Apprenticeship Survey, 2007

Language	Canada less Quebec	Quebec
	number	
French / French and English	817	...
English / French and English	...	305

Source: Statistics Canada, National Apprenticeship Survey, 2007.

Language questions in the survey

What language do you speak most often at home?

What language do you speak most often at work?

Survey data access

In addition to the information available on the Statistics Canada website, the microdata file for the National Apprenticeship Survey is available in the Research Data Centres. There is no public use microdata file for this survey.

Website: http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=3160&lang=fr&db=IMDB&dbg=f&adm=8&dis=2

Examples of publications related to the survey

Dostie, Benoît (2010). “A competing risks analysis of the determinants of low completion rates in the Canadian apprenticeship system”. *Canadian Apprenticeship Journal*, 3, 34.

Ménard, Marinka, Frank Menezes, Cindy K.Y. Chan and Merv Walker (2007). *National Apprenticeship Survey. Atlantic Provinces Overview Report 2007*. Statistics Canada Catalogue no. 81-598-X, No. 002.

Survey of Approaches to Educational Planning (SAEP) (2002)

Record number: 4442

Summary

The primary objective of the Survey of Approaches to Educational Planning (SAEP) is to improve our understanding of the processes by which the parents/guardians of children aged 0-18 marshal the monetary and non-monetary resources needed to successfully pursue post-secondary education. These include financial saving strategies, parents/guardians' attitudes and values in respect to post-secondary education, the child's demonstration of commitment to education through academic performance and extra-curricular involvement.

This survey has been discontinued as of 2008. The data are now collected by the Access and Support to Education and Training Survey (ASETS, record number 5151).

Frequency

Cross-sectional, occasional: 1999 and 2002

Target population

Since the Survey of Approaches to Educational Planning (SAEP) is conducted as a supplement to the Labour Force Survey (LFS), SAEP data were collected from a sub-sample of the households in the LFS in October 2002.

For the Survey of Approaches to Educational Planning, the coverage of the LFS was modified to include only those households with at least one child aged 18 and under and, within those households, only one child was randomly selected.

Sample size

The size of the final sample is 10,788 children aged 0 to 18.

Sample size based on main language characteristic

The main language characteristic for this survey is the language spoken most often in the household.

Table 5.7
Sample sizes of official-language minorities, based on the criterion of the language usually used in the household, Survey of Approaches to Educational Planning, 1999 and 2002

Year	Canada less Quebec - French	Quebec - English
	number	
1999[1]	699	306
2002	343	111

1. The 1999 data include multiple responses.
Note: Data obtained from public use microdata files.
Sources: Statistics Canada, Survey of Approaches to Educational Planning, 1999 and 2002.

Language questions in the survey

What is the language spoken most often in your household?

Are there any other languages spoken in your household? (only in 2002)

What other languages are spoken in your household?

Survey data access

In addition to the information available on the Statistics Canada website, the public use microdata file is available through the Data Liberation Initiative (DLI). The microdata file for the Survey of Approaches to Educational Planning is available in the Research Data Centres.

Website: http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=4442&lang=fr&db=IMDB&dbg=f&adm=8&dis=2

Example of a publication related to the survey

Sweet, Robert, Nancy Mandell, Paul Anisef and Maria Adamuti-Trache (2007). *Managing the Home-Learning Environment: Parents, Adolescents, and the Homework Problem.* Canadian Council on Learning, Ottawa.

Postsecondary Student Information System (PSIS)

Record number: 5017

Summary

The Postsecondary Student Information System (PSIS) is a national survey that enables Statistics Canada to provide detailed information on enrolments and graduates of Canadian public postsecondary institutions in order to meet policy and planning needs in the field of postsecondary studies. It is an administrative database.

In the year 2001, it began to replace the University Student Information System (USIS - record number 3124), the Community College Student Information System (CCSIS - record number 3122) and the Trade/Vocational Enrolment Survey (TVOC - record number 3142) with a single survey offering common variables for all levels of postsecondary education. PSIS captures annually, enrolment and graduate information from all Canadian public postsecondary institutions.

PSIS collects information pertaining to the programs and courses offered at an institution, as well as information regarding the students themselves and the program(s) and courses in which they were registered, or from which they have graduated. PSIS is also designed to collect continuing education data. This information is available from the PSIS Cross-sectional Files.

Historical enrolment and graduate data from previous surveys have been converted using PSIS variable definitions and code sets to maintain the historical continuity of the statistical series.

Reference period

The start date for the PSIS report is the day after the end of the institution's previous winter term, which is usually a date in April, May or June. The reference period is one year from this start date.

Target population

The frame used is the list of Canadian public postsecondary institutions (universities, community colleges and trade and vocational training centres) compiled by the Centre for Education Statistics of Statistics Canada. The collection unit is the Canadian postsecondary institution. Each institution sends data pertaining to their programs and their students.

This survey is a mandatory census with a cross-sectional design. No sampling is done as data are collected for all target population units of the administrative files.

Data access

Microdata are not available; the data are published in aggregate format as CANSIM tables, http://www5.statcan.gc.ca/cansim/home-accueil;jsessionid=AABCE9DDC84F14FAC9C60D0EE5CC8EA9?retrLang=eng&lang=eng, tables 477-0019 and 477-0020. Customized tables can also be ordered for a fee.

Sample size

The database contains information on approximately 280 institutions. It is a census of public postsecondary institutions in Canada (colleges and universities). Private institutions are not included.

Language data available

The database contains information on the mother tongue of students.

Website: http://www23.statcan.gc.ca:81/imdb/p2SV.pl?Function=getSurvey&SDDS=5017&lang=fr&db=imdb&adm=8&dis=2

Elementary-Secondary Education Survey (ESES)

Record number: 5102

Summary

Elementary-Secondary Education Survey (ESES) is a national survey that enables Statistics Canada to provide information on enrolments, graduates, educators and finance of Canadian elementary-secondary public and private educational institutions. This information is used mainly to meet policy and planning needs in the field of elementary-secondary education. It is an administrative database.

ESES is an annual survey that collects aggregate data from each provincial/territorial Ministry or Department of Education. Specifically, the information on enrolments pertains to the following two programs: regular and minority language, and second language education. The information on regular programs is collected by type of programs (regular, upgrading and professional), education sector (youth or adult), grade and sex. The one on minority and second language programs is collected by type of program (immersion, as language of instruction or as a language taught) and by grade.

The survey also collects data on secondary school graduates by type of program (regular, upgrading and professional), sector (youth and adult), age and sex. The graduation rate is generated from these data.

Information pertaining to full-time and part-time educators by age group and sex is also collected. Finally, the survey also gathers expenditures data pertaining to level of government (school board and other government) and type of expenditures. This data is collected to determine how much is spent in relative detail by school boards and by provincial/territorial total. Finance data are not collected for private schools.

The goal of this project is to collect elementary/secondary expenditure data and to replace several surveys which were used for the collection of enrolment, graduate, and educator data:

- Elementary-Secondary School Enrolment Survey (ESSE - record number 3128),
- Minority and Second Language Education - Elementary and secondary levels Survey (record number 3129),
- Secondary School Graduate Survey (SSGS - record number 5082),
- Elementary-Secondary Education Staff Survey (ESESS - record number 3127).

Although this project collects expenditure data, the Survey of Uniform Financial System -- School Boards (SUFSB - record number 3119) remains active.

Reference period

The reference period for the ESES is the full school year. Data are normally released at the end of November for the previous year. For example, the data for the 2010-2011 academic year are collected and then released in November 2012.

Target population

The universe corresponds to all provinces and territories. The collection unit is the province. Annually, the department or ministry of education in each jurisdiction sends to Statistics Canada data pertaining to enrolments, graduates, educators and finance of the public elementary and secondary schools, and private schools that operate in their jurisdiction. Information is also collected on children who are home schooled.

This survey is a mandatory census of all provinces and territories with a cross-sectional design. No sampling is done as the data is collected for all units of the target population.

Data access

Microdata are not available; data are released in aggregate format as tables. There are approximately 36 tables containing information on student enrolment, from junior kindergarten to grade 13, in immersion, second language or minority language programs.

These tables can be consulted at the following link: http://www.statcan.gc.ca/pub/81-595-m/2011095/app-ann1-eng.htm

Sample size

The "sample size" section does not apply, first, because this is a census and the information is collected from all schools in all provinces, and second, because the sample unit for this administrative database is the province/territory.

Language data available

Regular second language program (junior kindergarten to grade 13): Enrolment in programs where French is taught to Anglophone students or English is taught to Francophone students as a "language course" in the regular course offerings. One or more additional subjects can also be taught in English/French, but second language instruction must total less than 25% of all weekly instruction time.

Second language immersion program: Enrolment in programs where French is the language of instruction for Anglophone students or English is the language of instruction for Francophone students. Instruction time in the student's second official language (English or French) is at least 25% of all weekly instruction time.

Minority language program: Enrolment in programs for students where all instructional time is in the minority official language (French outside Quebec, English in Quebec).

Website: http://www23.statcan.gc.ca:81/imdb/p2SV.pl?Function=getSurvey&SDDS=5102&lang=en&db=imdb&adm=8&dis=2

6. The PISA/YITS project – Programme for International Student Assessment / Youth in Transition Survey

The PISA/YITS Project consists of two parallel programs: the Programme for International Student Assessment (PISA, survey number 5060) and the Youth in Transition Survey (YITS, survey numbers 5058 and 4435).

The Program for International Student Assessment (PISA) is an international cross-sectional assessment of the skills and knowledge of 15 year-olds. It aims to assess whether students approaching the end of compulsory education have acquired the knowledge and skills that are essential for full participation in society.

The Youth in Transition Survey (YITS) is a longitudinal assessment designed to identify and shed light on the major transitions in young people's lives, including virtually all formal educational experiences and most labour market experiences. It also covers the factors influencing these transitions: family background, educational experiences, achievement, aspirations and expectations, and labour market experiences.

The Youth in Transition Survey (YITS) includes two cohorts: 15-year-olds (born in 1984) and 18-to-20-year-olds (born in 1979 to 1981). In 2000, the 15-year-old respondents participated in both surveys, PISA (registration number 5060) and YITS (registration number 5058), while the respondents in the second cohort, namely those aged 18 to 20, participated only in YITS (registration number 4435). Since 2002, both these cohorts have been followed-up longitudinally every two years until Cycle 5 for respondents aged 18 to 20 and Cycle 6 for the 15-year-old cohort. Cycle 6 was the last YITS collection cycle.

The three surveys, PISA (5060), YITS (5058) and YITS (4435), are presented on the following pages.

Programme for International Student Assessment (PISA) (2009)

Record number: 5060

Summary

Programme for International Student Assessment (PISA) is an international assessment of the skills and knowledge of 15 year-olds which aims to assess whether students approaching the end of compulsory education have acquired the knowledge and skills that are essential for full participation in society. The Programme for International Student Assessment is developed jointly by member countries of the Organisation for Economic Co-operation and Development (OECD).

The survey gathers cross-sectional data, and will use a new sample of 15 year-olds for each cycle of the survey. PISA assessments take place every three years and focus on three domains: reading literacy, mathematical literacy and scientific literacy. While the three domains form the core of each cycle, two-thirds of the assessment time in each cycle will be devoted to a "major" domain. Respondents from the first cycle are followed-up longitudinally with YITS (5058) every two years starting in 2002 until 2010.

An international dataset, which includes Canadian data and full documentation for this dataset, can be found under www.pisa.oecd.org.

Frequency

Cross-sectional, every three years: 2000, 2003, 2006 and 2009

Target population

The survey population was comprised of students who were 15 years of age and were attending any form of schooling in the ten provinces of Canada. Schools on Indian reserves were excluded, as were various types of schools for which it would be infeasible to administer the survey, such as home schooling and special needs schools. These exclusions represent less than 4% of 15-year-olds in Canada.

Sample size

The total sample size for four of the cycles (2000, 2003, 2006 and 2009) is presented in table 6.1.

Sample size based on main language characteristic

According to the information available on this survey, the respondents' main language characteristic is the language spoken most often at home. This characteristic is derived from the language in which the respondent takes the examination and the question on the language spoken most often at home (with the possible responses to this variable being language of the examination, other national language or another language).

Table 6.1
Sample sizes of official-language minorities, based on the criterion of language spoken most often at home, Programme for International Student Assessment, 2000 to 2009

Year	Canada less Quebec - French	Quebec - English	Total sample size
	number		
2000	2,039	1,123	29,687
2003	1,881	954	27,953
2006	1,716	1,232	22,646
2009	3,154	1,121	23,207

Sources: Statistics Canada, Programme for International Student Assessment, 2000 to 2009.

Language questions in the survey[12]

What language do you speak at home most of the time?

Are you/Is the child currently enrolled in an immersion program? (2000, 2003 and 2009 cycles)

Were you ever/Was the child ever enrolled in an immersion program? (2000, 2003 and 2009 cycles)

Survey data access

The Statistics Canada website contains reports and publications on PISA. Additionally, the microdata file is available in the Research Data Centres. There is no public use microdata file for this survey.

Website: http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=5060&lang=fr&db=IMDB&dbg=f&adm=8&dis=2

Examples of publications related to the survey

Brochu, Pierre, Tomasz Gluszynski and Tamara Knighton (2010). *Measuring Up: Canadian Results of the OECD PISA Study*. Statistics Canada Catalogue no. 81-590-XIE2010001.

Edgerton, Jason D., Tracey Peter, Lance W. Roberts (2008). "Back to the Basics: Socio-Economic, Gender, and Regional Disparities in Canada's Educational System". *Canadian Journal of Education/ Revue canadienne de l'éducation*, 31, 4 : 861-888.

Heller, Jean-Luc, Georges Lamaitre (2002). "An International Evaluation of Secondary School Pupils", *Futuribles*, 279, October : 47-69.

Shipley, Lisa (2009). "A Profile of Minority-Language Students and Schools in Canada: Results from the Programme for International Student Assessment (PISA), 2009". *Culture, Tourism and the Centre for Education Statistics: Research Papers*. Statistics Canada Catalogue no. 81-595-M, No. 092.

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[12] Please note that the wording of the questions shown below is not exactly the one that was used in the questions that were asked in the survey.

Youth in Transition Survey (YITS) (2010)

Record number: 5058

Summary

The Youth in Transition Survey (YITS) is designed to identify and shed light on the major transitions in young people's lives (education, training and work), as well as the factors influencing those transitions. The survey includes measurement of major transitions in young people's lives, including virtually all formal educational experiences and most labour market experiences. It also includes the factors influencing these transitions, notably family background, educational experiences, achievement, aspirations and expectations, and labour market experiences.

The Youth in Transition Survey (5058) collects data from 15-year-olds (born in 1984) who, in 2000, also participated in the Programme for International Student Assessment (PISA, survey number 5060). This cohort was then followed up longitudinally every two years with YITS until 2010 (cycle 6).

Frequency

Longitudinal, biennial

Table 6.2
Reference periods for cycles 1 to 6 for the Youth in Transition Survey, 2000 to 2010

Cycle	Survey year	Reference period
	number	
Cycle 1	2000	1998-1999
Cycle 2	2002	2000-2001
Cycle 3	2004	2002-2003
Cycle 4	2006	2004-2005
Cycle 5	2008	2006-2007
Cycle 6	2010	2007-2008

Sources: Statistics Canada, Youth in Transition Survey, 2000 to 2010.

Target population

The survey population for the Reading Cohort (5058) comprises persons age 15 at the time of the survey who were attending any type of schooling in one of Canada's ten provinces. Schools on Indian reserves were excluded, as were various types of schools for which it would be infeasible to administer the survey, such as home schooling and special needs schools. It is the same population as for PISA (record number 5060).

Sample size

The sample sizes for the YITS cycles (5058) are presented in Table 6.3.

Sample size based on main language characteristic

For YITS, the main language characteristic used to determine the sample sizes for official-language minorities is mother tongue. This variable is included in the parent questionnaire for PISA, Cycle 1.

Table 6.3
Sample sizes of official-language minorities, based on the criterion of mother tongue, cycles 1 to 6, cohort of 15-year-olds, Youth in Transition Survey, 2000 to 2010

Cycle	Canada less Quebec - French	Quebec - English	Total sample size
	number		
Cycle 1 (2000)	2,188	857	29,687
Cycle 2 (2002)	1,938	785	26,854
Cycle 3 (2004)	1,694	629	22,626
Cycle 4 (2006)	1,425	501	18,762
Cycle 5 (2008)	988	386	14,751
Cycle 6 (2010)	726	300	11,126

Note : Totals exclude respondents selected whose province of residence is unknown or who are deceased.
Sources: Statistics Canada, Youth in Transition Survey, 2000 to 2010.

Language questions in the survey

Some questions are included in the parent questionnaire for PISA, Cycle 1:

What is the language that this person first learned at home in childhood and still understands?

What languages can this person speak well enough to conduct a conversation?

The following questions are included in the YITS questionnaire or in both the PISA and YITS questionnaires:

What language do you speak at home most of the time? (PISA cycle 1 and YITS cycle 2)

How would you rate your current ability to speak English? (YITS cycles 2, 3, 4 and 5)

How would you rate your current ability to speak French? (YITS cycles 2, 3, 4 and 5)

Survey data access

In addition to the information available on the Statistics Canada website and the survey's main page, there are other ways to access the data. The Research Data Centres (RDC) have a microdata file for this survey. However, there is no public use microdata file available.

Website: http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=5058&lang=fr&db=imdb&adm=8&dis=2

Examples of publications related to the survey

Hango, Darcy W. & Céline Le Bourdais (2007). "Early Union Formation in Canada: Links with Education", *European Journal of Population*, 23, 3-4; 339-368.

Thiessen, Victor (2007). "Performance and Perception: Exploring Gender Gaps in Human Capital Skills", *Canadian Journal of Sociology/Cahiers canadiens de sociologie*, 32, 2: 145-176.

Youth in Transition Survey (YITS) (2008)

Record number: 4435

Summary

The Youth in Transition Survey (YITS) is a longitudinal survey designed to collect relevant strategic information on school-work transitions that youths experience, as well as the factors that influence their pathways in the context of education, training and work. The survey includes the measurement of virtually all formal educational experiences and most labour market experiences. It also includes the factors influencing these transitions, notably family background, educational experiences, achievement, aspirations and expectations, and labour market experiences.

Youth in Transition Survey (4435) collects data from youths aged 18 to 20 (born from 1979 to 1981). This cohort was followed up longitudinally every two years until 2008 (cycle 5).

Frequency

Longitudinal, biennial

Table 6.4
Reference periods for cycles 1 to 5 of the Youth in Transition Survey, 2000 to 2008

Cycle	Survey year	Reference period
	number	
Cycle 1	2000	1998-1999
Cycle 2	2002	2000-2001
Cycle 3	2004	2002-2003
Cycle 4	2006	2004-2005
Cycle 5	2008	2006-2007

Sources: Statistics Canada, Youth in Transition Survey, 2000 to 2008.

Target population

The survey population for the 18 to 20 year-old cohort includes persons born in the years 1979 to 1981 inclusive. Geographically, the population for survey 4435 excludes the northern territories, Indian reserves, Canadian Forces bases and some remote areas. The sample is drawn from the list of household members in the Labour Force Survey (LFS).

Sample size

The total size of the sample for the cycles of YITS (4435) is shown in Table 6.5.

Table 6.5
Final sample sizes for cycles 1 to 5 of the Youth in Transition Survey, 2000 to 2008

Cycle	Sample size
	number
Cycle 1 (2000)	22,378
Cycle 2 (2002)	18,779
Cycle 3 (2004)	14,817
Cycle 4 (2006)	12,435
Cycle 5 (2008)	9,946

Sources: Statistics Canada, Youth in Transition Survey, 2000 to 2008.

Sample size based on main language characteristic

Sample sizes based on the main language characteristic for YITS (4435) are based on mother tongue, namely the first language learned in childhood and still understood, and on the province of residence in Cycle 1.

Table 6.6
Sample sizes of official-language minorities, based on the criterion of mother tongue, cycles 1 to 5 of the Youth in Transition Survey, 2000 to 2008

Cycle	Canada less Quebec - French	Quebec - English
	number	
Cycle 1 (2000)	954	216
Cycle 2 (2002)	710	160
Cycle 3 (2004)	566	115
Cycle 4 (2006)	484	91
Cycle 5 (2008)	359	66

Note: Totals exclude respondents selected whose province of residence is unknown or who are deceased.
Sources: Statistics Canada, Youth in Transition Survey, 2000 to 2008.

Language questions in the survey

What is the language that you first learned at home in childhood and still understand? (Cycle 1)

What languages are you capable of working in? (cycle 1)

What languages can this person speak well enough to conduct a conversation?

What language do you speak most often at home? (Cycle 2)

In what languages can you speak well enough to conduct a conversation? (cycles 3 and 4)

How would you rate your current ability to speak English? (cycles 2, 3, 4 and 5)

How would you rate your current ability to speak French? (cycles 2, 3, 4 and 5)

Survey data access

In addition to the information available on the Statistics Canada website and the survey's main page, there are other ways to access the data. The Research Data Centres (RDC) have a microdata file for this survey. However, there is no public use microdata file. A synthetic file has been created for Cycle 1 (2000): 18-to-20-year-olds cohort. A synthetic file contains fictitious data but represents the data record layout of the real file. This type of tool is used to prepare programs to facilitate analyses in the RDCs or for the remote access service.

Website: http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=4435&lang=fr&db=imdb&dbg=f&adm=8&dis=2

Examples of publications related to the survey

See YITS, survey number 5058.

7. Youth

Survey of Young Canadians (SYC) (2010-2011)

Record number: 5179

Summary

The Survey of Young Canadians provides representative indicators at the national level on child development.

The objectives of the Survey of Young Canadians are:

- To determine the prevalence of various risk and protective factors for children.
- To provide information on child development (such as cognitive, emotional and behavioural development).
- To make this information available for developing policies and programs that will help children.
- To collect information about the environment in which the child is growing up--family, peers, school, and community.

Frequency

Occasional.

Target population

The target population consists of Canadian children 1 to 9 years of age living in the 10 provinces, excluding those living on an Indian reserve or in an institution.

Sample size

The final sample size for the SYC is 10,810.

Sample size based on main language characteristic

The sample size for official-language minorities is identified by the response to the question on the child's mother tongue, a question asked of the parent or the adult who knows the child best, collected from the questionnaire for the person most knowledgeable (PMK).

Table 7.1
Sample sizes of official-language minorities, based on the criterion of mother tongue, Survey of Young Canadians, 2010-2011

Language	Canada less Quebec	Quebec
	number	
French only	1,029	...
English only	...	41

Sources: Statistics Canada, Survey of Young Canadians, 2010-2011

Language questions in the survey

Of English or French, which language(s) do you speak well enough to conduct a conversation? Is it...? English only; French only, Both English and French; Neither English nor French.

What language(s) other than English or French do you speak well enough to conduct a conversation?

What language do you speak most often at home?

What is the language that you first learned at home in childhood and still understand?

In what language is this child mainly taught? English; French; Both languages; Other

Is this child in a language immersion program?

Of English or French, which language(s) does he speak well enough to conduct a conversation? Is it... ? English only; French only; Both English and French; Neither English nor French

What language(s) other than English or French does he speak well enough to conduct a conversation?

What language does he speak most often at home?

What language is spoken to this child most often at home by you and your spouse?

What is the language that he first learned at home in childhood and still understands?

Survey data access

In addition to the information available on the Statistics Canada website and the survey's main page, the public use microdata file is available through the Data Liberation Initiative (DLI). The microdata file is also available in the Research Data Centres (RDC).

Website: http://www23.statcan.gc.ca:81/imdb/p2SV.pl?Function=getSurvey&SDDS=5179&lang=fr&db=imdb&adm=8&dis=2

National Longitudinal Survey of Children and Youth (NLSCY) (2006-2007)

Record number: 4450

Summary

The National Longitudinal Survey of Children and Youth (NLSCY) is a long-term study of Canadian children that follows their development and well-being from birth to early adulthood. The NLSCY began in 1994 and is jointly conducted by Statistics Canada and Human Resources and Social Development Canada (HRSDC), formerly known as Human Resources Development Canada (HRDC).

The study is designed to collect information about factors influencing a child's social, emotional and behavioural development and to monitor the impact of these factors on the child's development over time.

The survey covers a comprehensive range of topics including the health of children, information on their physical development, learning and behaviour as well as data on their social environment (family, friends, schools and communities).

Frequency

Longitudinal, biannual since 1994-1995:

- 1994-1995 (cycle 1)
- 1996-1997 (cycle 2)
- 1998-1999 (cycle 3)
- 2000-2001 (cycle 4)
- 2002-2003 (cycle 5)
- 2004-2005 (cycle 6)
- 2006-2007 (cycle 7)
- 2008-2009 (cycle 8)

Target population

The target population comprises children aged 0 to 11 at the time of their selection living in Canada's 10 provinces. The survey excludes children living on Indian reserves or Crown lands, residents of institutions, full-time members of the Canadian Armed Forces, and residents of some remote regions.

Sample size

The sample for Cycle 6 consists of approximately 26,000 children and youth (including non-respondents). For Cycle 6, children who were aged 0 to 5 on December 31, 2004 may be considered as representative of the 2004 cross-sectional population. This cross-sectional sample is composed of the sample of children aged 0 to 1 selected in 2000, 2002, and 2004 and a supplementary sample of children aged 2 to 5 in 2004.

Starting with Cycle 7, there are three "groups" of children and youth. Group 1 consists of children aged 0 to 9 in 2006/2007. Cross-sectional data are available at the federal and provincial levels and for age groups, and sometimes longitudinally (see Cycle 7, NLSCY, User Guide, Section 11.1.2). Children can be grouped according to various characteristics, including language characteristics, to conduct cross-sectional analyses.

Group 2 consists of youth aged 12 to 17 in 2006/2007. These youth and their parents were interviewed for the NLSCY for the first time in 1994/1995, when they were between 0 and 7 years of age, and they continued to be interviewed every two years. Only longitudinal data are available for Group 2 youth in Cycle 7; they can therefore only represent children aged 0 to 7 who were living in one of the ten provinces on January 1, 1995.

Group 3 consists of youth aged 18 to 23 in 2006/2007. These youth, like those in Group 2, were interviewed for the NLSCY for the first time in 1994/1995 when they are between 8 and 11 years of age. They were re-interviewed for the NLSCY every two years thereafter. Data are available only longitudinally for youth aged 18 to 23 in Cycle 7; they are therefore only representative of youth aged 8 to 11 who were living in one of the ten provinces on January 1, 1995.

Sample size based on main language characteristic

The main language characteristic retained for the NLSCY is the first language learned and still understood, hence the mother tongue. Questions on the languages spoken and understood by the child are contained only in the child questionnaire administered to parents. Once a child or youth in the NLSCY reaches age 18, the parents are no longer interviewed, and thus the questions on languages are no longer asked. Consequently, the main language characteristic for youth aged 18 and over is based on the responses obtained from the parents in their last interview, when the youth was 16 or 17 years of age.

The sample for Cycle 8 contains approximately 4,471 youth who are in Group 3 and are therefore aged 18 to 23. Of these, 60 outside Quebec had French as their mother tongue when they were 16 or 17 years of age, while 11 in Quebec had English as their mother tongue when they were of the same age. The size of the sample of youth with English as their mother tongue in Quebec and French outside of Quebec is such that only very limited analyses can be performed on this sub-population

Language questions in the survey

The questions presented here are those available in Cycle 7. The questions vary according to the age groups of the children or youth. These variations are indicated next to each question.

In what language can this child conduct a conversation? (ages 0 to 9 and 12 to 17 with the exception of 16- or 17-year-olds living independently)

What is the language that this child first learned at home in childhood and still understands? (ages 0 to 9 and 12 to 17 with the exception of 16- or 17-year-olds living independently)

What language(s) did he/she speak most often at home? (ages 0 to 9 and 12 to 17 with the exception of 16- or 17-year-olds living independently)

What language(s) are spoken to this child most often at home by you (and your spouse)? (ages 0 to 9 and 12 to 17 with the exception of 16- or 17-year-olds living independently)

In what language is this child mainly taught? (ages 4 to 9 and 12 to 15 attending school)

Is this child in a language immersion program? (ages 4 to 9 and 12 to 15 attending school)

As far as you know, approximately what percentage of his/her time is spent in the immersion language? (ages 4 to 9 and 12 to 15 attending school and participating in a language immersion program)

Is this child usually able to be understood completely when speaking with strangers in his/her own language? (age 4 or 5)

Is he/she able to be understood partially when speaking with strangers in his/her own language? (age 4 or 5)

Is he/she able to be understood completely when speaking with those who know him/her well? (age 4 or 5)

Currently, in what language are you mainly taught? (youth aged 16 and over who are currently in secondary school)

Survey data access

Both the Statistics Canada website and the survey's main page contain information and analytical reports related to this survey. In addition, the public use microdata file is available through the Data Liberation Initiative (DLI) and the microdata file is available in the Research Data Centres.

Website: http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=4450&lang=fr&db=imdb&dbg=f&adm=8&dis=2

Microdata User Guide, National Longitudinal Survey of Children and Youth (NLSCY), Cycle 7, September 2006 to July 2007: http://www.statcan.gc.ca/imdb-bmdi/document/4450_D4_T9_V7-eng.pdf

Examples of publications related to the survey

Allin, Sara & Mark Stabile (2012). "Socioeconomic status and child health: what is the role of health care, health conditions, injuries and maternal health?", *Health Economics, Policy and Law*, 7, 2; 227-242.

Gagné, Lynda G. (2003). *Parental Work, Child-care Use and Young Children's Cognitive Outcomes*. Report prepared as part of the Research Data Centres Program. Statistics Canada Catalogue no. 89-594-XIE.

8. Health

Canadian Community Health Survey (CCHS) – Annual component (2011)

Record number: 3226

Summary

There are three components to the Canadian Community Health Survey (CCHS): the annual component, the focus component and the special projects. Information on the focus component is also provided in this document.

The annual component of the Canadian Community Health Survey is a cross-sectional survey that collects information related to health status, health care utilization and health determinants for the Canadian population. It relies upon a large sample of respondents and is designed to provide reliable estimates at the health region level. The CCHS has the following objectives:

- Support health surveillance programs by providing health data at the national, provincial and infraprovincial levels;
- Provide a single data source for health research on small populations and rare characteristics;
- Timely release of information easily accessible to a diverse community of users;
- Create a flexible survey instrument that includes a rapid response option to address emerging issues related to the health of the population.

The CCHS has four content components:

The survey has four content components: the common content, the optional content and the rapid response content. The common content is collected from all survey respondents. Some modules are collected each year, while other common content modules are collected for one or two years and alternate every two or four years until 2014. The optional content fulfils the need for data at the health region level. This content, while often harmonized across the province since 2003, is unique to each region or province and may vary from year to year. Lastly, the rapid response component is offered to organizations interested in national estimates on an emerging or specific issue related to the population's health. The rapid response content may be included in the survey in each collection period, that is, in every two month period. A redesigned survey will be launched in 2015.

The first official language spoken (FOLS) variable was added to the record for the first time in 2011. This variable is derived from the questions on knowledge of official languages, mother tongue and language spoken at home.

Frequency

During the initial years of the program, data were collected over 12 months every two years from a large sample (130,000 respondents) for the years 2001, 2003 and 2005. In 2007, major changes were made to the design of the survey. These changes were proposed in order to increase the efficiency and flexibility of the survey by collecting data on an ongoing basis. The survey's frequency is now annual with a sample of 65,000 respondents. Data files are released annually in June, six months after the end of the collection period. This annual release includes a 12-month file (65,000 respondents) and, every two years, a 24-month file (130,000 respondents). Table 8.1 shows the years for which a 24-month file is available.

Target population

The target population is all Canadians aged 12 and over residing in the ten provinces and 3 territories. Excluded from the sampling frame are individuals living on Indian Reserves and on Crown Lands, institutional residents, full-time members of the Canadian Forces, and residents of certain remote regions.

Sample size

The total sample size for each of the CCHS cycles is shown in Table 8.1.

Sample size based on main language characteristic

The main language characteristic used for the CCHS is mother tongue, namely the first language learned at home in childhood and still understood. Only single responses are included in the table.

Table 8.1
Sample sizes of official-language minorities, based on the criterion of mother tongue, Canadian Community Health Survey - annual component, 2001 to 2011

Cycle and year	Canada less Quebec - French	Quebec - English	Total sample size
	number		
2001	6,456	1,281	131,535
2003	6,380	1,784	135,573
2005	6,440	1,731	132,947
2007[1]	3,289	697	65,946
2008	3,208	664	66,013
2007-2008 (files 24 months)	6,497	1,361	131,959
2009	2,823	618	61,679
2010	2,852	649	63,191
2009-2010 (files 24 months)	5,675	1,267	124,870
2011	2,442	510	63,542

1. Beginning in 2007, data have been collected annually each year from half of the original sample.
Note: Two collection years will be combined to produce a two-year file.
Sources: Statistics Canada, Canadian Community Health Survey, 2001 to 2011.

Language questions in the survey

Are you usually able to be understood completely when speaking with strangers in your own language?

Do you and this doctor usually speak in English, in French, or in another language?

Which languages do you speak well enough to conduct a conversation?

What language do you speak most often at home?

What is the language that you first learned at home in childhood and can still understand?

The first official language spoken (FOLS) variable was added to the record in 2011.

Survey data access

In addition to the information available on the Statistics Canada website and the survey's main page, a public use microdata file is available through the Data Liberation Initiative (DLI). The microdata file is also available in the Research Data Centres.

The CANSIM table (105-0504) entitled *Health indicator profile, by linguistic characteristic (mother tongue, first official language spoken), two year period estimates, by sex, Canada, provinces and territories* will be available in April 2013 on the Statistics Canada website.

Website: http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=3226&lang=fr&db=imdb&dbg=f&adm=8&dis=2

Examples of publications related to the survey

Berthelot, Jean-Marie and Claudia Sanmartin (2006). *Access to Health Care Services in Canada*. Statistics Canada Catalogue no. 82-575-XIE.

Fiest, Kirsten M., Shawn R. Currie, Jeanne V.A. Williams & JianLi Wang (2011). "Chronic conditions and major depression in community dwelling older adults". *Journal of Affective Disorders*, 131, 1-3; 172-178.

Kitchen, Peter, Allison Williams & James Chowhan (2012). "Sense of Community Belonging and Health in Canada: A Regional Analysis", *Social Indicators Research*, 107, 1; 103-126.

Picard, Louise and Gratien Allaire (Eds.) (2005). *Second Report on the Health of Francophones in Ontario*. Report published by Institut franco-ontarien of Laurentian University and the Public Health Research, Development and Education Program. Sudbury, Ontario. www.sdhu.com/uploads/content/listings/rapport_sante_jan06.pdf

Canadian Community Health Survey – Mental Health (CCHS – Mental Health (2012))

Record number: 5015

Summary

The purpose of the cycle of the Canadian Community Health Survey on mental health is to provide a complete picture of mental health and to take a closer look at this issue by examining the characteristics of Canadians with and without mental health problems. It will also examine access to and utilization of formal and informal mental health care services and supports. It will look at how people are functioning regardless of whether they have a mental health problem.

The objectives of the Canadian Community Health Survey - Mental Health are:

(1) To assess the mental health status of Canadians on both illness and positive mental health continuums through selected mental and substance disorders, mental health problems, and well-being;

(2) To assess timely, adequate, and appropriate access to and utilization of formal and informal mental health services and supports as well as perceived needs;

(3) To assess functioning, ability and disability in relation to mental health and illness;

(4) To examine links between mental health and social, demographic, geographic, and economic variables or characteristics (covariates); and

(5) To evaluate changes in patterns of mental health, service use, and functioning from the 2002 CCHS on Mental Health and Well-being.

Frequency

Occasional: The first cycle of the CCHS to collect data on mental health took place in 2002 (CCHS 1.2). The 2012 data will be released in 2013.

Target population

This survey targets persons aged 15 years and older living in private occupied dwellings in the ten provinces. The survey excludes from its target population those living in the three territories, on Indian Reserves and Crown lands, residents of institutions, full-time members of the Canadian Armed Forces and residents of some remote areas.

Sample size

The final sample size of the 2002 cycle is 36,984 persons. The 2012 data will be available in 2013.

Sample size based on main language characteristic

The main characteristic used for determining the size of the samples of official-language minorities in the CCHS – Mental Health (2002), is mother tongue, namely the first language learned in childhood and still understood. The data presented cover single responses only.

Table 8.2
Sample sizes of official-language minorities, based on the criterion of mother tongue, Canadian Community Health Survey - Mental Health (2012)

Language	Canada less Quebec	Quebec
	number	
French	1,918	...
English	...	289

Source: Statistics Canada, Canadian Community Health Survey – Mental health (2012).

Language questions in the survey

What is the language that you learned first at home in your childhood and still understand?

Of English or French, which language(s) do you speak well enough to conduct a conversation? Is it...? English only; French only; Both English and French; Neither English nor French?

What language do you speak most often at home?

Survey data access

In addition to the information available on the Statistics Canada website and the survey's main page, a public use microdata file is available through the Data Liberation Initiative (DLI). The microdata file is also available in the Research Data Centres.

Website: http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=5015&lang=fr&db=IMDB&dbg=f&adm=8&dis=2

Example of a publication related to the survey

Wang, Lu, Elizabeth Chacko and Lindsay Withers (2012). "Immigration, Health and Health Care", pp. 158-178 in *Immigrant Geographies of North American Cities*, Carlos Teixeira, Wei Li & Audrey Kobayashi (Eds.). Oxford, UK: Oxford University Press.

Canadian Community Health Survey - Nutrition (CCHS cycle 2.2) (2004)

Record number: 5049

Summary

In recognition of a critical need for more extensive and recent information about the nutrition of Canadians, it was decided that Cycle 2.2 of CCHS would focus on nutrition in 2004. The primary goal of the Nutrition Survey is to provide reliable, timely information about dietary intake, nutritional well-being and their key determinants to inform and guide programs, policies and activities of federal and provincial governments and local health agencies.

The main objectives of the survey include:

- estimating the distribution of usual dietary intake in terms of foods, food groups, dietary supplements, nutrients and eating patterns among a representative sample of Canadians at national and provincial levels using a 24-hour dietary recall;
- gathering physical measurements for accurate body height and weight assessment;
- measuring the prevalence of household food insecurity;
- collecting data on selected health conditions and socioeconomic and demographic characteristics of respondents.

Frequency

One time only, 2004

Target population

The survey targets respondents from all age groups living in private occupied dwellings in the ten provinces. Excluded from the sampling frame were residents of the three territories, persons living on Indian reserves or Crown lands, persons living in institutions, full-time members of the Canadian Forces and residents of some remote regions.

Sample size

The size of the final sample is 35,107 persons.

Sample size based on main language characteristic

The main characteristic retained for determining the size of the sample of official-language minorities is mother tongue, namely the first language learned in childhood and still understood. The data presented cover single responses only.

Table 8.3
Sample sizes of official-language minorities, based on the criterion of mother tongue, Canadian Community Health Survey - Nutrition cycle 2.2, 2004

Language	Canada less Quebec	Quebec
	number	
French	1,654	...
English	...	252

Source: Statistics Canada, Canadian Community Health Survey - Nutrition, cycle 2.2, 2004.

Language questions in the survey

What is the language that you first learned at home in childhood and can still understand?

In what languages can you conduct a conversation?

What language do you speak most often at home?

Survey data access

In addition to the information available on the Statistics Canada website and the survey's main page, a public use microdata file is available through the Data Liberation Initiative (DLI). The microdata file is also available in the Research Data Centres.

Website: http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=5049&lang=fr&db=IMDB&dbg=f&adm=8&dis=2

Canadian Community Health Survey - Healthy Aging (CCHS cycle 4.2) (2009)

Record number: 5146

Summary

The purpose of the Canadian Community Health Survey - Healthy Aging is to collect new information about the factors, influences and processes that contribute to healthy aging through a multidisciplinary approach focusing on health, social and economic determinants. The survey focuses on the health of Canadians aged 45 and over by examining the various factors that impact healthy aging, such as general health and well-being, physical activity, use of health care services, social participation, as well as the transition from work to retirement.

Frequency

One time only, 2009

Target population

The target population of the Healthy Aging component of the Canadian Community Health Survey includes Canadians and permanent residents aged 45 and over living in private occupied dwellings in the ten provinces. Excluded from the sampling frame were residents of the three territories, persons living on Indian reserves or Crown lands, persons living in institutions, full-time members of the Canadian Forces and residents of some remote regions.

Sample size

The final sample size is 30,865 people.

Sample size based on main language characteristic

The main characteristic used to determine the size of the official-language minorities sample is mother tongue, namely, the first language learned in childhood and still understood.

Table 8.4
Sample sizes of official-language minorities, based on the criterion of mother tongue, Canadian Community Health Survey - Healthy Aging, 2009

Language	Canada less Quebec	Quebec
	number	
French only	1,618	...
English only	...	380

Source: Statistics Canada, Canadian Community Health Survey - Healthy Aging, 2009

Language questions in the survey

Are you usually able to be understood completely when speaking with strangers in your own language?

In what language(s) can you conduct a conversation?

What language do you speak most often at home?

What is the language that you first learned at home in childhood and can still understand?

Survey data access

In addition to the information available on the Statistics Canada website and the survey's main page, a public use microdata file is available through the Data Liberation Initiative (DLI). The microdata file is also available in the Research Data Centres.

Website: http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=5146&lang=fr&db=IMDB&dbg=f&adm=8&dis=2

Examples of publications related to the survey

Turcotte, Martin (2012). "Profile of seniors' transportation habits", *Canadian Social Trends*, No. 93, pp. 3-18, Statistics Canada Catalogue no. 11-008.

National Population Health Survey - (NPHS) (2009)

Record number: 3225 (household component – longitudinal)

Summary

The National Population Health Survey (NPHS) collects longitudinal information related to the health of the Canadian population and related sociodemographic information. It was developed following a recommendation by the National Health Information Council (NHIC) to conduct an ongoing national survey of population health.

The Household component started in 1994/1995 and is conducted every two years. The first three cycles (1994/1995, 1996/1997 and 1998/1999) were both cross-sectional and longitudinal (see NPHS, record number 3236). Beginning in Cycle 4 (2000/2001) the Household component became strictly longitudinal (for example, collecting health information from the same individuals each cycle). Since 2000, the Canadian Community Health Survey (CCHS, record number 3226) became the vehicle for the cross-sectional component.

Each cycle, a common set of health questions is asked to the respondents which allows analyzing changes in the health of the respondents over time. In addition to the common set of questions asked in cycles 1, 2 and 3, the questionnaire does include focus content and supplements that change from cycle to cycle.

The subjects covered by the NPHS are the following:

- Injuries
- Factors influencing health
- Disability
- Diseases and health conditions
- Measures of health (i.e., self-reported height and weight)
- Prevention and detection of disease
- Health services performance and utilization
- Mental health and well-being
- Health

National Population Health Survey also has a health care institution component (survey number 5003; longitudinal, biennial: 1994/1995 to 2002/2003) and a North component (survey number 5004; longitudinal, biennial: 1994/1995, 1996/1997, 1998/1999). The former does not contain any questions on language characteristics. The latter has a sample of 1,500 respondents for the Northwest Territories (including Nunavut) and 1,500 for Yukon.

Frequency

Survey number 3225 is longitudinal and biennial; since 1994/1995. Cycle 9 is the last cycle of the NPHS.

Target population

The target population of the longitudinal NPHS Household component includes household residents in the ten Canadian provinces in 1994/1995 excluding persons living on Indian Reserves and Crown Lands, residents of health institutions, full-time members of the Canadian Forces Bases and some remote areas in Ontario and Quebec.

Sample size

The sample size for the longitudinal component is 17,276 respondents, followed up every two years since 1994/1995.

Sample size based on main language characteristic

The main language characteristic used to identify official-language minorities in the NPHS, longitudinal Household component, is mother tongue, namely the first language learned and still understood by the respondent (single responses).

Table 8.5
Sample sizes of official-language minorities, based on the criterion of mother tongue, household component – longitudinal National Population Health Survey, 1994 to 2011

Cycle and year	Canada less Quebec - French	Quebec - English
	number	
Cycle 1 (1 June 1994 to 30 June 1995)	889	215
Cycle 2 (1 June 1996 to 30 June 1997)	778	188
Cycle 3 (28 May 1998 to 19 June 1999)	723	166
Cycle 4 (1 June 2000 to 30 June 2001)	666	167
Cycle 5 (30 May 2002 to 5 July 2003)	586	155
Cycle 6 (27 May 2004 to 8 July 2005)	538	133
Cycle 7 (1 June 2006 to 7 July 2007)	506	134
Cycle 8 (2 June 2008 to 13 July 2009)	422	107
Cycle 9 (28 May 2010 to 13 May 2011)	397	104

Sources: Statistics Canada, National Population Health Survey, 1994 to 2011.

Language questions in the survey

What is the language that you first learned at home in childhood and can still understand?

In what languages can you conduct a conversation?

Are you usually able to be understood completely when speaking with strangers in your own language?

Survey data access

In addition to the information available on the Statistics Canada website and the survey's main page, the microdata file is available in the Research Data Centres (RDC). There is also a synthetic file for Cycle 6 of the survey, longitudinal component. A synthetic file is a file with the same structure as the microdata file, but with fictitious data. This type of file is provided to researchers who want to prepare their analytical programs before arriving at the RDC. It makes accessing the database easier and may shorten the time that researchers have to spend at the RDC.

Website: http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=3225&lang=fr&db=IMDB&dbg=f&adm=8&dis=2

Examples of publications related to the survey

Curtis, Sarah, Maninder S. Setia, Amélie Quesnel-Vallée (2009). "Socio-geographic mobility and health status: A longitudinal analysis using the National Population Health Survey of Canada", *Social Science & Medicine*, 69, 12; 1845-1853.

Dunn, James R., Isabel Dyck (2000). "Social Determinants of Health in Canada's Immigrant Population: Results from the National Population Health Survey", *Social Science and Medicine*, 51, 11; 1573-1593.

Statistics Canada (2010). *Healthy Today, Healthy Tomorrow?* Findings from the National Population Health Survey. Product main page: http://www5.statcan.gc.ca/bsolc/olc-cel/olc-cel?catno=82-618-M&chropg=1&lang=eng

National Population Health Survey (NPHS) (2007)

Record number: 3236 (household component – cross-sectional)

Summary

The first three cycles of the NPHS included longitudinal and cross-sectional components. Since Cycle 4 (2000-2001), it became just longitudinal (see record number 3225). The cross-sectional component is now a part of the Canadian Community Health Survey (CCHS, record number 3226).

The general file of the cross-sectional household component contains data taken from questions posed to all household members relating to their sociodemographic characteristics and on the state of their general health. The file on health contained data taken from detailed questions on the health of the respondent chosen as the head of the household.

Target population

The target population of the cross-sectional NPHS included household residents of all ages from all provinces, with the principal exclusion of populations living in Indian Reserves, Canadian Forces Bases and some remote areas in Quebec and Ontario.

Sample size

The size of the samples for the three cross-sectional cycles of the NPHS is shown in Table 8.6.

Table 8.6
Sample sizes for the three cycles of the cross-sectional household component of the National Population Health Survey, 1994 to 1999

Cycle and year	Cross-sectional component – health part	Cross-sectional component – general part
	number	
Cycle 1 (1 June 1994 to 30 June 1995)	17,626	58,439
Cycle 2 (1 June 1996 to 30 June 1997)	81,804	210,377
Cycle 3 (28 May 1998 to 19 June 1999)	17,244	49,046

Note: By "general part", we mean the information collected from all members of the selected household. "Health part" refers to the information collected from the respondent selected within the household. The numbers shown come from the main sample, which includes the supplementary sample (cycles 1 and 2) and the Cycle 3 top-up.
Sources: Statistics Canada, National Population Health Survey, 1994 to 1999.

Sample size based on main language characteristic

The main language characteristic used to identify official-language minorities is mother tongue, namely the first language learned and still understood by the respondent.

Table 8.7

Final sample sizes and sample sizes of official-language minorities, based on the criterion of the respondent's mother tongue, for the three cycles of the cross-sectional household component of the National Population Health Survey, general part, 1994 to 1999

Cycle and year	Canada less Quebec - French	Quebec - English	Total sample size
	number		
Cycle 1 (1 June 1994 to 30 June 1995)	3,180	521	58,439
Cycle 2 (1 June 1996 to 30 June 1997)	8,868	497	210,377
Cycle 3 (28 May 1998 to 19 June 1999)	2,185	491	49.046

Note: By "general part", we mean the information collected from all members of the selected household. The numbers shown come from the main sample, which includes the supplementary sample (cycles 1 and 2) and the Cycle 3 top-up.
Sources: Statistics Canada, National Population Health Survey, general part, 1994 to 1999.

Table 8.8

Final sample sizes and sample sizes of official-language minorities, based on the criterion of the respondent's mother tongue, for the three cycles of the cross-sectional household component of the National Population Health Survey, health part, 1994 to 1999

Cycle and year	Canada less Quebec - French	Quebec - English	Total sample size
	number		
Cycle 1 (1 June 1994 to 30 June 1995)	1,084	185	17,626
Cycle 2 (1 June 1996 to 30 June 1997)	3,649	184	81,804
Cycle 3 (28 May 1998 to 19 June 1999)	819	190	17,244

Note: By "general part", we mean the information collected from all members of the selected household. The numbers shown come from the main sample, which includes the supplementary sample (cycles 1 and 2) and the Cycle 3 top-up.
Sources: Statistics Canada, National Population Health Survey, health part, 1994 to 1999.

Language questions in the survey

What is the first language that [name] learned at home in childhood and still understands?

In what languages can he (she) conduct a conversation?

Are you usually able to be understood completely when speaking with strangers in your own language?

Survey data access

In addition to the information available on the Statistics Canada website and the survey's main page, a public use microdata file is available for each of the three cycles through the Data Liberation Initiative (DLI). The microdata file is also available in the Research Data Centres.

Website: http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=3236&lang=en&db=IMDB&dbg=f&adm=8&dis=2

Examples of publications related to the survey

See NPHS #3225

Participation and Activity Limitation Survey (PALS) (2006)

Record number: 3251

Summary

Participation and Activity Limitation Survey (PALS) is a post-censal survey that collects data on persons (adults and children) whose day-to-day activities may be limited because of a condition or health problem. Survey results will help to identify difficulties and barriers these Canadians may face.

The Health and Activity Limitation Survey (HALS, record number 3251) was about persons with disabilities in 1986 and 1991. In 2001 the Health and Activity Limitation Survey was renamed the Participation and Activity Limitation Survey.

Frequency

Cross-sectional, since 2001, post-censal.

Target population

The population covered by PALS includes all persons who were living in Canada at the time of the census and who answered yes to one of the census questions on activity limitations. The target population of PALS is the subset of the surveyed population that also reported disabilities in PALS.

The scope of the survey is limited to persons living in private households and some collective households in the ten provinces and the three territories. Excluded are residents of First Nation reserves, residents of institutional collective dwellings and individuals living on military bases, Canadian Armed Forces vessels, merchant vessels or coast guard vessels or in campgrounds or parks.

Sample size

The final size of the 2006 PALS sample is 35,704 individuals: 7,072 children (persons under 15 years of age) and 28,632 adults (aged 15 and over).

Sample size based on main language characteristic

The main language characteristic used to identify official-language minorities is mother tongue. The totals included single responses and "English and French" responses.

Table 8.9
Sample sizes of official-language minorities, based on the criterion of mother tongue, Participation and Activity Limitation Survey, 2006

Group	Canada less Quebec - French	Quebec - English	Total sample size
	number		
Adults	1,357	312	28,632
Children	215	94	7,072
Total	**1,572**	**406**	**35,704**

Source: Statistics Canada, Participation and Activity Limitation Survey, 2006.

Language questions in the survey

The questions on language characteristics in the PALS database come directly from the census database. They are therefore not included in the survey's interview questionnaire. These questions are as follows:

What is the language that this person first learned at home in childhood and still understands?

Can this person speak English or French well enough to conduct a conversation?

What language(s), other than English or French, can this person speak well enough to conduct a conversation?

What language(s) does this person speak most often at home?

Does this person speak any other languages on a regular basis at home?

In this job, what language did this person use most often?

Did this person use any other languages on a regular basis in this job?

First official language spoken (derived variable)

Survey data access

In addition to the information available on the Statistics Canada website and the survey's main page, a public use microdata file is available through the Data Liberation Initiative (DLI). The microdata file is also available in the Research Data Centres.

Website: http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=3251&lang=fr&db=imdb&dbg=f&adm=8&dis=2

Examples of publications related to the survey

Goodridge, Donna, Josh Lawson, Darcy Marciniuk & Donna Rennie (2011). "A population-based profile of adult Canadians living with participation and activity limitations". *Canadian Medical Association Journal*, 183, 3: E1017-E1024.

Richards, Judy-Lynn, Wimal Rankaduwa (2008). "Housing Canada's Oldest-Old: Correlates of Their Residential Status", *Journal of Housing for the Elderly*, 22, 4: 376-403.

Canadian Tobacco Use Monitoring Survey (CTUMS) (2010)

Record number: 4440

Summary

The Canadian Tobacco Use Monitoring Survey (CTUMS) has been conducted for Health Canada since 1999, and provides data on tobacco use and related issues. The primary objective of the survey is to track changes in smoking status, especially for populations most at risk, such as the 15 to 24 year olds. The survey allows Health Canada to estimate smoking prevalence by province-sex-age groups on a semi-annual basis.

The Cycle 1 (February to June of each year) data are released separately. The Cycle 2 (July to December of each year) data are released within the annual summary. Beginning in 2011, the data will be released only as an annual summary.

Frequency

Cross-sectional and semi-annual since 2000. Information is available for reference periods after November 2000 only.

- February to June 2000 (cycle 1)
- July to December 2000 (cycle 2)
- February to June 2001 (cycle 1)
- July to December 2001 (cycle 2)
- February to June 2002 (cycle 1)
- July to December 2002 (cycle 2)
- February to June 2003 (cycle 1)
- July to December 2003 (cycle 2)
- February to June 2004 (cycle 1)
- July to December 2004 (cycle 2)
- February to June 2005 (cycle 1)
- July to December 2005 (cycle 2)
- February to June 2006 (cycle 1)
- July to December 2006 (cycle 2)
- February to June 2007 (cycle 1)
- July to December 2007 (cycle 2)
- February to June 2008 (cycle 1)
- July to December 2008 (cycle 2)
- February to June 2009 (cycle 1)
- July to December 2009 (cycle 2)
- February to June 2010 (cycle 1)
- July to December 2010 (cycle 2)

Target population

The target population covers all persons 15 years of age and over living in Canada excluding the following people:

1. residents of the Yukon, Northwest Territories and Nunavut, and
2. full-time residents of institutions.

Sample size

The final sample for the 2010 survey is 19,822 persons.

Sample size based on main language characteristic

According to the questions available in CTUMS, the main language characteristic that will be used to identify official-language minorities is the language used most often at home.

Table 8.10

Sample sizes of official-language minorities, based on the criterion of the language used most often at home by the respondent and the province of residence at the time of the survey, for cycles 1 and 2 of the Canadian Tobacco Use Monitoring Survey, 2010 (annual)

Language	Canada less Quebec	Quebec
	number	
French / French and English	744	...
English / French and English	...	218

Note: Data are drawn from the public use microdata file. Release of 2011 annual data is planned for September 2012.

Source: Statistics Canada, Canadian Tobacco Use Monitoring Survey, 2010.

Language question in the survey

What language do you speak most often at home?

Survey data access

In addition to the information available on the Statistics Canada website and the survey's main page, a public use microdata file is available through the Data Liberation Initiative (DLI). The microdata file is also available in the Research Data Centres.

Website: http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=4440&lang=fr&db=IMDB&dbg=f&adm=8&dis=2

Examples of publications related to the survey

Gilmore, Jason (2002). *Report on Smoking Prevalence in Canada*, 1985 to 2001. Research paper, Statistics Canada Catalogue no. 82F0077XIE.

Ismailov, Rovshan M. & Scott Leatherdale (2010). "Smoking cessation aids and strategies among former smokers in Canada", *Addictive Behaviors*, 35, 3: 282-285.

Survey on Ageing and Independence (SAI) (1991)

Record number: 3885

Summary

The purpose of the Survey on Ageing and Independence is to provide "baseline" information on factors important to remaining independent and to measure a wide range of characteristics of Canadians, 45 years of age and older. Three main factors, which influence independence later in life, are identified: physical and mental wellbeing, social life and income.

Frequency

One time only, 1991

Target population

The target population includes the Canadian population aged 45 and over. Specifically excluded from the survey's coverage are residents of the Yukon and Northwest Territories, persons living on Indian Reserves, full-time members of the Canadian Armed Forces and residents of institutions

Sample size

The final sample size is 20,036 respondents.

Sample size based on main language characteristic

The main language characteristic used to determine the size of the samples of official-language minorities is the question on knowledge of languages, namely "What languages do you speak well enough to conduct a conversation?"

Table 8.11

Sample sizes of official-language minorities, based on the criterion of knowledge of languages, Survey on Ageing and Independence, 1991

Language	Canada less Quebec	Quebec
	number	
French / French and English	837	...
English / French and English	...	304

Note: Data are drawn from the public use microdata file.
Source: Statistics Canada, Survey on Ageing and Independence, 1991.

Language questions in the survey

What languages do you speak well enough to conduct a conversation?

What is your main language, that is the language in which you are most at ease?

Survey data access

In addition to the information available on the Statistics Canada website and the survey's main page, the public use microdata file for the Survey on Ageing and Independence is available through the Data Liberation Initiative (DLI). No microdata file is available for the SAI in the Research Data Centres.

Website: http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=3885&lang=fr&db=IMDB&dbg=f&adm=8&dis=2

Health Promotion Survey (HPS) (1990)

Record number: 3828

Summary

The objectives of the Health Promotion Survey (HPS) were to update and expand the national and provincial baseline data on the knowledge, attitudes, beliefs, intentions and behaviours of adult Canadians on a wide range of health promotion issues.

Health and Welfare Canada (now Health Canada) was interested in collecting information to assist them in planning programs to encourage Canadians to adopt and maintain healthy lifestyles. The Health Promotion Survey, conducted in 1985, provided the baseline information on current attitudes and behaviours. The survey was conducted again in 1990 to evaluate programs initiated by Health and Welfare to promote health.

Although this survey has been discontinued, it remains a source of historical data on the health of Canadians, and some products and services are still available.

Frequency

Cross-sectional, every five years, 1985 and 1990

Target population

The target population for the HPS was all persons 15 years of age or older living in Canada with the following two exceptions:

1. residents of the Yukon and the Northwest Territories;
2. full-time residents of institutions.

Sample size

The size of the 1990 final sample is 13,792.

Sample size based on main language characteristic

The information shown is based on the language spoken most often at home. It is drawn from the 1990 survey.

Table 8.12
Sample sizes of official-language minorities, based on the criterion of the language spoken most often at home, Health Promotion Survey, 1990

Language	Canada less Quebec	English in Quebec
	number	
French	442	...
English	...	144
English and French	75	14
Total	**517**	**158**

Source: Statistics Canada, Health Promotion Survey 1990.

Language question in the survey

What language do you speak most often at home?

Survey data access

In addition to the information available on the Statistics Canada website and the survey's main page, a public use microdata file is available through the Data Liberation Initiative (DLI). The microdata file is also available in the Research Data Centres.

Website: http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=3828&lang=fr&db=IMDB&dbg=f&adm=8&dis=2

Example of a publication related to the survey

Odynak, Dave (1994). "Age at First Intercourse in Canada: Some Recent Findings", *Canadian Studies in Population*, 21, 1: 51-70.

9. Work

Labour Force Survey (LFS) (2012)

Record number: 3701

Summary

The Labour Force Survey (LFS) is a monthly survey that provides estimates of employment and unemployment which are among the most timely and important measures of performance of the Canadian economy. With the release of the survey results only 13 days after the completion of data collection, the LFS estimates are the first of the major monthly economic data series to be released

LFS data are used to produce the well-known unemployment rate as well as other standard labour market indicators such as the employment rate and the participation rate. The LFS also provides employment estimates by industry, occupation, public and private sector, hours worked and much more, all cross-classifiable by a variety of demographic characteristics.

Since 2009, the LFS has offered the option of a "snapshot survey," for which interested clients can add up to four optional questions to the questionnaire for collection in a given month. In March 2012, through this new service, data on the language characteristics of respondents were collected for the first time as part of the LFS. Four language questions were added at the request of the Enabling Fund for Official Language Minority Communities of Human Resources and Skills Development Canada (HRSDC). These data provide access to the LFS's statistical information on the labour market and the labour force based on the language characteristics of the population.

Frequency

Although this new snapshot survey could be conducted again, up to now, language questions have only been added once to the LFS questionnaire.

Target population

The LFS covers the civilian, non-institutionalised population 15 years of age and older. It is conducted nationwide, in both the provinces and the territories. Excluded from the survey's coverage are: persons living on reserves and other Aboriginal settlements in the provinces; full-time members of the Canadian Armed Forces and the institutionalized population. These groups together represent an exclusion of less than 2% of the Canadian population aged 15 and over.

Sample size

The final sample size is 104,758 respondents.

Sample size based on main language characteristic

The sample size of the official-language minorities is determined based on the responses to the question on mother tongue.

Table 9.1
Sample sizes for official-language minorities, based on the criterion of mother tongue, Labour Force Survey, 2012

Language	Canada less Quebec	Quebec
	number	
French only	4,685	...
French and English	501	196
English only	...	989

Source: Statistics Canada, Labour Force Survey, 2012

Language questions in the survey

Which language, English or French, do you speak well enough to conduct a conversation?

What language do you speak most often at home?

What is the language you learned first at home in childhood and still understand?

What was the main language used in most of the courses that you were taught (at school/in high school/ in your postsecondary studies/at university)?

The derived variable of first official language spoken (FOLS) is also available in the database.

Survey data access

The database containing the language variables is not available in the Research Data Centres or in a public use microdata file. However, data tables on languages are available free of charge by calling toll-free 1-800-263-1136 or by email at infostats@statcan.gc.ca. Special tabulations are also possible, but require a sufficiently large sample for the provinces and regions requested.

Website: http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&SDDS=3701&Item_Id=103716

Example of a publication related to the survey

Lepage, Jean-François (2012), *The Situation of Official-Language Minorities in the Labour Market*, Statistics Canada Catalogue no. 89-651-XWE.

Employment Insurance Coverage Survey (EICS) (2010)

Record number: 4428

Summary

The main purpose of this survey is to study the coverage of the employment insurance program. The Employment Insurance Coverage Survey provides a meaningful picture of who does or does not have access to EI benefits among the jobless and those in a situation of underemployment. The Employment Insurance Coverage Survey also covers access to maternity and parental benefits.

The survey was designed to produce a series of precise measures to identify groups with low probability of receiving benefits, for instance, the long-term jobless, labour market entrants and students, people becoming unemployed after uninsured employment, people who have left jobs voluntarily and individuals who are eligible, given their employment history, but do not claim or otherwise receive benefits. The survey provides a detailed description of the characteristics of the last job held as well as reasons for not receiving benefits or for not claiming.

Through the survey data, analysts will also be able to observe the characteristics and situation of people not covered by EI and of those who exhausted EI benefits, the job search intensity of the unemployed, expectation of recall to a job, and alternate sources of income and funds.

Survey data pertaining to maternity and parental benefits answer questions on the proportion of mothers of an infant who received maternity and parental benefits, the reason why some mothers do not receive benefits and about sharing parental benefits with their spouse. The survey also allows looking at the timing and circumstances related to the return to work, the income adequacy of households with young children and more.

Frequency

Annual.

Target population

The target population for this survey is composed of unemployed individuals (as defined by the Labour Force Survey) and other individuals who, given their recent status in the labour market, could potentially be eligible for employment insurance. This population is divided into five types:

1) persons who were unemployed during the reference week;

2) persons employed part-time during the reference week;

3) persons not in the labour force during the reference week;

4) persons employed full-time during the reference week who started their current job during the previous three months

5) mothers of infants less than one year old working during the reference week.

The target population for this survey is a subset of the target population for the Labour Force Survey (LFS). Specifically excluded from the LFS coverage are residents of the Yukon, Northwest Territories and Nunavut, persons living on Indian Reserves, full-time members of the Canadian Armed Forces and inmates of institutions. These groups together represent an exclusion of approximately 2% of the population aged 15 or older.

Sample size

The final sample size is provided in Table 9.2.

Sample size based on main language characteristic

The sample size of the official-language minorities is determined based on the responses to the question on mother tongue.

Table 9.2
Sample sizes of official-language minorities, based on the criterion of mother tongue, Employment Insurance Coverage Survey, 2010

Language	Canada less Quebec - French	Quebec - English
	Number	
French	459	...
English	...	152

Source: Statistics Canada, Employment Insurance Coverage Survey, 2010.

Language question in the survey

What is the language you first learned at home in childhood (mother tongue)?

Survey data access

In addition to the information available on the Statistics Canada website and the survey's main page, the public use microdata file is available through the Data Liberation Initiative (DLI). The microdata file is also available in the Research Data Centres (CDR).

Website: http://www23.statcan.gc.ca:81/imdb/p2SV.pl?Function=getSurvey&SDDS=4428&lang=fr&db=imdb&adm=8&dis=2

Workplace and Employee Survey (WES) (2006)

Record number: 2615

Summary

The Workplace and Employee Survey (WES) is designed to explore a broad range of issues relating to employers and their employees. The survey aims to shed light on the relationships among competitiveness, innovation, technology use and human resource management on the employer side and technology use, training, job stability and earnings on the employee side. The overall goal of the survey is to examine the way in which employers and their employees respond to the changing competitive and technological environment.

The survey is unique in that employers and employees are linked at the micro data level; employees are selected from within sampled workplaces. Thus, information from both the supply and demand sides of the labour market is available to enrich studies on either side of the market.

The Workplace and Employee Survey offers potential users several unique innovations: chief among these is the link between events occurring in workplaces and the outcomes for workers. In addition, being longitudinal, it allows for a clearer understanding of changes over time.

There are two reference periods used for the WES. Questions concerning employment breakdown use the last pay period of March for the reference year while other questions refer to the last 12-month period ending in March of the reference year.

Frequency

Longitudinal, annual, from 1999 to 2005 for the “employee” component and to 2006 for the “employer” component.

Target population

The target population for the employer component is defined as all business locations operating in Canada that have paid employees in March, with the following exceptions:

Employers in Yukon, Nunavut and Northwest Territories; and

Employers operating in crop production and animal production; fishing, hunting and trapping; private households, religious organizations and public administration.

The target population for the employee component is all employees working or on paid leave in March in the selected workplaces who receive a Canada Revenue Agency T-4 Supplementary form. If a person receives a T-4 slip from two different workplaces, then the person will be counted as two employees on the WES frame.

The WES draws its sample from the Business Register (BR) maintained by the Business Register Division of Statistics Canada and from lists of employees provided by the surveyed employers.

Sample size

The sample sizes for the different cycles of the WES are shown in Table 9.3.

Table 9.3
Sample size for the "employer" and "employee" components for the Workplace and Employee Survey, 1999 to 2006

Year	Employer	Employee
	number	
1999	6,322	23,540
2000	6,068	20,167
2001	6,207	20,352
2002	5,818	16,813
2003	6,565	20,834
2004	6,159	16,804
2005	6,693	24,197
2006	6,312	...

Note: Only the "employer" component is available in 2006.
Sources: Statistics Canada, Workplace and Employee Survey, 1999 to 2006.

Sample size based on main language characteristic

In the case of the Workplace and Employee Survey, the main language characteristic used to identify the size of the sample of official-language minorities is the language spoken most often at home. This characteristic applies only to employees, and the information provided is for the last cycle available, namely the 2005 cycle: 578 respondents working outside Quebec reported speaking French most often at home, while 639 respondents working in Quebec reported speaking English most often at home.

Language questions in the survey

(These questions are only available on the « employee » survey.)

What language do you speak most often at home?

What language do you use most often at work?

Survey data access

In addition to the information available on the Statistics Canada website and the survey's main page, a public use microdata file is available through the Data Liberation Initiative (DLI). The microdata file is also available in the Research Data Centres.

Website: http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=2615&lang=fr&db=imdb&dbg=f&adm=8&dis=2

Examples of publications related to the survey

Park, Jungwee (2012). "Job-related training of older workers", *Perspectives on Labour and Income*, Vol. 24, No. 2, Statistics Canada. Catalogue no. 75-001-X.

Statistics Canada (2012). *Perspectives on Labour and Income.* Quarterly journal.

Zeytinoglu, Isik U., Gordon B. Cooke & Sara L. Mann (2009). "Flexibility: Whose choice is it anyway?", *Industrial Relations*, 64, 3: 555-574.

Survey of Labour and Income Dynamics (SLID) (2010)

Record number: 3889

Summary

The Survey of Labour and Income Dynamics (SLID) complements traditional survey data on labour market activity and income with an additional dimension: the changes experienced by individuals over time. At the heart of the survey's objectives is the understanding of the economic well-being of Canadians: what economic shifts do individuals and families live through, and how does it vary with changes in their paid work, family make-up, receipt of government transfers or other factors? The survey's longitudinal dimension makes it possible to see such concurrent and often related events. The Survey of Labour and Income Dynamics is the first Canadian household survey to provide national data on the fluctuations in income that a typical family or individual experiences over time which gives greater insight on the nature and extent of poverty in Canada. Added to the longitudinal aspect are the "traditional" cross-sectional data: the primary Canadian source for income data and providing additional content to data collected by the Labour Force Survey (LFS).

Particularly in the Survey of Labour and Income Dynamics, the focus extends from static measures (cross-sectional) to the whole range of transitions, durations, and repeat occurrences (longitudinal) of people's financial and work situations. Since their family situation, education, and demographic background may play a role, the survey has extensive information on these topics as well.

Frequency

Cross-sectional and longitudinal, annual since 1993.

Sample size

The sample for the Survey of Labour Income Dynamics (SLID) is composed of two panels. Each includes two rotation groups from the Labour Force Survey (LFS) and covers nearly 15,000 households. The members of a panel are followed up for a period of six consecutive years, and a new panel is introduced every three years. Consequently, there are two overlapping panels at all times. The survey sample sizes are shown in the series of tables below.

Sample size based on main language characteristic

The main language characteristic for identifying official-language minorities is mother tongue. Table 9.4 shows the results based on cross-sectional data, while tables 9.5 to 9.10 show the results for longitudinal data.

Table 9.4
Total sample sizes and sample sizes for official-language minorities, based on the criterion of mother tongue for cross-sectional data of the Survey of Labour and Income Dynamics, 1993 to 2010

Year	Canada less Quebec - French	Quebec - English	Total sample size
		number	
1993	1,680	378	29,650
1994	1,641	380	29,627
1995	1,604	364	29,228
1996	3,170	681	60,559
1997	3,145	679	60,966
1998	3,118	655	61,301
1999	3,047	658	61,184
2000	2,947	645	60,527
2001	3,010	619	62,339
2002	2,775	587	59,242
2003	2,797	589	60,249
2004	2,689	561	58,208
2005	2,712	533	56,323
2006	2,739	558	57,149
2007	2,664	552	55,919
2008	2,557	499	52,337
2009	2,573	520	53,665
2010	2,531	489	52,451

Sources: Statistics Canada, Survey of Labour and Income Dynamics, 1993 to 2010.

Longitudinal Data

Table 9.5
Total sample sizes and sample sizes of official-language minorities, based on the criterion of mother tongue, for panel 1 of Survey of the Labour and Income Dynamics, 1993 to 1998

Year	Canada less Quebec - French	Quebec - English	Total sample size
		number	
1993	1,630	367	28,242
1994	1,529	358	26,757
1995	1,456	333	25,400
1996	1,394	321	24,306
1997	1,352	311	23,613
1998	1,313	301	23,008

Sources: Statistics Canada, Survey of Labour and Income Dynamics, 1993 to 1998.

Table 9.6
Total sample sizes and sample sizes of official-language minorities, based on the criterion of mother tongue, for panel 2 of Survey of the Labour and Income Dynamics, 1996 to 2001

Year	Canada less Quebec - French	Quebec - English	Total sample size
		number	
1996	1,501	310	29,766
1997	1,427	293	28,407
1998	1,370	275	27,483
1999	1,317	260	26,314
2000	1,254	255	24,537
2001	1,228	240	23,891

Sources: Statistics Canada, Survey of Labour and Income Dynamics,1996 to 2001.

Table 9.7
Total sample sizes and sample sizes of official-language minorities, based on the criterion of mother tongue, for panel 3 of Survey of the Labour and Income Dynamics, 1999 to 2004

Year	Canada less Quebec - French	Quebec - English	Total sample size
		number	
1999	1,458	340	28,014
2000	1,349	308	27,247
2001	1,320	288	26,869
2002	1,255	256	25,306
2003	1,200	248	23,969
2004	1,149	228	22,699

Sources: Statistics Canada, Survey of Labour and Income Dynamics, 1999 to 2004.

Table 9.8
Total sample sizes and sample sizes of official-language minorities, based on the criterion of mother tongue, for panel 4 of Survey of the Labour and Income Dynamics, 2002 to 2007

Year	Canada less Quebec - French	Quebec - English	Total sample size
		number	
2002	1,258	260	26,945
2003	1,264	262	27,152
2004	1,176	243	25,146
2005	1,106	222	23,735
2006	1,061	211	22,340
2007	985	198	21,153

Sources: Statistics Canada, Survey of Labour and Income Dynamics, 2002 to 2007.

Table 9.9

Total sample sizes and sample sizes of official-language minorities, based on the criterion of mother tongue, for panel 5 of Survey of the Labour and Income Dynamics, 2005 to 2010

Year	Canada less Quebec - French	Quebec - English	Total sample size
	number		
2005	1,403	259	26,623
2006	1,400	271	26,840
2007	1,338	261	25,265
2008	1,280	250	23,437
2009	1,211	227	21,973
2010	1,176	209	21,030

Sources: Statistics Canada, Survey of Labour and Income Dynamics, 2005 to 2010.

Table 9.10

Total sample sizes and sample sizes of official-language minorities, based on the criterion of mother tongue, for panel 6 of Survey of the Labour and Income Dynamics, 2008 to 2010

Year	Canada less Quebec - French	Quebec - English	Total sample size
	number		
2008	1,048	207	23,457
2009	1,096	229	24,633
2010	1,035	214	23,080

Sources: Statistics Canada, Survey of Labour and Income Dynamics, 2008 to 2010.

Language question in the survey

What is the language that he/she first learned at home in childhood and still understands?

Survey data access

In addition to the information available on the Statistics Canada website and the survey's main page, a public use microdata file is available through the Data Liberation Initiative (DLI). The microdata file is also available in the Research Data Centres.

Website: http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=3889&lang=fr&db=imdb&dbg=f&adm=8&dis=2

Examples of publications related to the survey

Derivière, Linda (2008). "Have we come a long way? Using the Survey of Labour and Income Dynamics to revisit the 'pin money' theory", *The Journal of Socio-Economics*, 37, 6: 2340-2367.

Fuller, Sylvia (2011). "Up and on or down and out? Gender, immigration and the consequences of temporary employment in Canada", *Research in Social Stratification and Mobility*, 29, 2: 155-180.

Public Service Employee Survey (PSES) (2011)

Record number: 4438

Summary

The primary objective of the survey is to obtain the views of all employees of the federal Public Service about their workplaces. The information will allow managers and employees to initiate concrete actions in their own department, and where warranted, across the Public Service.

Frequency

Cross-sectional, census, occasional: 1999, 2002, 2005, 2008 and 2011.

Target population

The target population is all employees of the federal Public Service employed under Schedule I, Part I of the Public Service Staff Relations Act (PSSRA 1-1) with the following exceptions:

1. employees on leave without pay, or on maternity, paternity or parental leave
2. employees from one department/agency on assignment in another department/agency
3. ministers' exempt staff, and
4. self-employed consultants/workers or company employees under contact with a department/agency.

Sample size

The final size of the sample is 201,430: 83,193 respondents work in the National Capital Region (NCR) while 118,237 respondents work outside the NCR.

Sample size based on main language characteristic

The main language characteristic used to identify official-language minorities in the PSES is self-reporting of one's first official language ("What is your first official language?").

Table 9.11
Sample sizes of official-language minorities, based on the criterion of "first official language", Public Service Employee Survey, 2011

Language	National Capital Region (NCR)	Canada less Quebec (excluding NCR)	Quebec (excluding NCR)
	number		
French	34,348	8,701	...
English	48,401	...	2,339

Source: Statistics Canada, Public Service Employee Survey, 2011.

Language questions in the survey

The material and tools provided for my work, including software and other automated tools, are available in the official language of my choice.

When I prepare written materials, including electronic mail, I feel free to use the official language of my choice.

During meetings in my work unit, I feel free to use the official language of my choice.

When I communicate with my immediate supervisor, I feel free to use the official language of my choice.

What is your first official language?

What are the language requirements of your position?

In which official language(s) do you provide services to the public?

Survey data access

In addition to the information available on the Statistics Canada website and the survey's main page, a public use microdata file is available through the Data Liberation Initiative (DLI). The microdata file is also available in the Research Data Centres.

Website: http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=4438&lang=fr&db=IMDB&dbg=f&adm=8&dis=2

National Survey of the Work and Health of Nurses (NSWHN) (2005)

Record number: 5080

Summary

The main objective of the 2005 National Survey of the Work and Health of Nurses is to provide an overall picture of the health and working conditions of nurses in Canada.

A total of 18,676 nurses were interviewed, representing registered nurses (RN), licensed practical nurses (LPN) and registered psychiatric nurses (RPN) employed in a variety of health care settings and in all provinces and territories.

The survey collected information on a rich array of topics reflecting the physical and emotional challenges nurses face in delivering patient care today. Nurses answered many questions about the quality of patient care, working relations with co-workers and managers, the amount of time they work to get their jobs done, and the way they feel about their jobs and careers as nurses.

The 2005 National Survey of the Work and Health of Nurses was developed in collaboration with organizations representing practicing nurses, health care researchers, health information specialists and federal government departments. The survey was conducted by Statistics Canada in partnership with the Canadian Institute for Health Information and Health Canada.

Frequency

One time only, 2005.

Target population

The National Survey of the Work and Health of Nurses was designed to be representative of nurses who were registered and employed in nursing in Canada at the time of the interview. Data from the survey were weighted to permit the representative estimates of each of the three nursing bodies—registered nurses (RN), licensed practical nurses (LPN) and registered psychiatric nurses (RPN)—at the provincial level. Because of the relatively small number of nurses employed in the Yukon Territory, the Northwest Territories and Nunavut, estimates were produced for the territories combined. While RNs and LPNs are employed throughout Canada, RPNs are found almost exclusively in Manitoba, Saskatchewan, Alberta and British Columbia. The survey did not include retired or unemployed nurses.

Sample size

The final size of the sample is 18,676 registered nurses.

Sample size based on main language characteristic

The main language characteristic used to determine the size of the sample of official-language minorities for the NSWHN is the question on knowledge of languages.

Table 9.12
Sample sizes of official-language minorities, based on the criterion of knowledge of languages, National Survey of the Work and Health of Nurses, 2005

Language	Canada less Quebec	Quebec
	number	
French / French and English	1,900	...
English / French and English	...	804

Source: Statistics Canada, National Survey of the Work and Health of Nurses, 2005.

Language question in the survey

In what languages can you conduct a conversation?

Survey data access

Information on the National Survey of the Work and Health of Nurses is available on the Statistics Canada website and the survey's main page. The microdata file is also available in the Research Data Centres. There is no public use microdata file available.

Website: http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=5080&lang=fr&db=IMDB&dbg=f&adm=8&dis=2

Examples of publications related to the survey

Ohler, Marilyn C., Michael S. Kerr, Dorothy A. Forbes (2010). "Depression in Nurses", *Canadian Journal of Nursing Research*, 42, 3: 66-82.

Shields, Margot and Kathryn Wilkins (2005). *Findings from the 2005 National Survey of the Work and Health of Nurses*. Statistics Canada Catalogue no. 83-003-XIE.

10. The Economy

Survey of Financial Security (SFS) (2005)

Record number: 2620

Summary

The purpose of the Survey of Financial Security (SFS) is to collect information from a sample of Canadian households on their assets, debts, employment, income and education. This helps in understanding how household finances change because of economic pressures.

The Survey of Financial Security provides a comprehensive picture of the net worth of Canadians. Information was collected on the value of all major financial and non-financial assets and on the money owing on mortgages, vehicles, credit cards, student loans and other debts. A family's net worth can be thought of as the amount of money they would be left with if they sold all of their assets and paid off all of their debts.

The survey data are used by government departments to help formulate policy, the private sector and by individuals and families to compare their wealth with those of similar types of households

Frequency

Cross-sectional, occasional: 1999 and 2005

Target population

The Survey of Financial Security was carried out in all ten provinces; the territories were not included. Those living on Indian reserves and Crown lands and official representatives of foreign countries living in Canada and their families were also excluded from the survey. Members of religious and other communal colonies, members of the Canadian Forces living in military camps and people living in residences for senior citizens were excluded, as were people living full time in institutions, for example, inmates of penal institutions and chronic care patients living in hospitals and nursing homes.

Sample size

The final size of the sample in 2005 is 5,282 family units and 10,442 persons.

Sample size based on main language characteristic

The main language characteristic for determining the size of the sample of official-language minorities is mother tongue.

Table 10.1
Sample sizes of official-language minorities, based on the criterion of mother tongue, Survey of Financial Security, 2005

Language	Canada less Quebec - French	Quebec - English
	Number	
French	490	...
English	...	259

Source: Statistics Canada, Survey of Financial Security, 2005.

Language questions in the survey

What is the first language that ... learned at home in childhood and still understands? (asked in 2005)

What is the mother tongue of ...? (asked in 1999)

Survey data access

In addition to the information available on the Statistics Canada website and the survey's main page, the public use microdata file is available through the Data Liberation Initiative (DLI). The microdata file is also available in the Research Data Centres.

Website: http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=2620&lang=fr&db=IMDB&dbg=f&adm=8&dis=2

Examples of publications related to the survey

Moussaly, Karim (2010). *Participation in private retirement savings plans*, 1997 -2008. Pension and Wealth Research Paper Series, No. 1. Statistics Canada, Catalogue no. 13F0026M.

Simpson, Wayne & Jerry Buckland (2009). “Examining evidence of financial and credit exclusion in Canada from 1999 to 2005”, *The Journal of Socio-Economics*, 38, 6: 966-976.

Targa, Daniel (2009). “Household portfolios and taxation: Canadian evidence from 2005”, Western Undergraduate Economics Review, vol. 2009: 40-73.

Survey of Family Expenditures (Famex) (1996)

Record number: 3504

Summary

This survey is conducted to provide information on the socioeconomic living conditions of households in Canada and provide major data components needed for the production of the weights used in the compilation of the Consumer Price Index. The interviewer completes an expenditure record for each household, recording the information on the entire budget: expenditures, incomes and changes in assets and debts.

Since 1997, The Survey of Family Expenditures (Famex) has been integrated into the Survey of Household Spending (record number 3508).

Frequency

Cross-sectional: 1982, 1986, 1992, 1996 (data are also available for 1969 and 1978)

Target population

The sample is that of the Labour Force Survey (LFS). The target population was any non-institutionalized person aged 15 and older. Excluded from the scope of the survey are persons living on reserves and in other Aboriginal settlements, full-time members of the Canadian Armed Forces and institutional residents.

Sample size

The size of the final sample is shown in Table 10.2.

Sample size based on main language characteristic

The sample size for official-language minorities is determined according to responses to the question on mother tongue.

Table 10.2
Sample sizes for official-language minorities, based on the criterion of respondent's mother tongue, Survey of Family Expenditures, 1982 to 1996

Year	Canada less Quebec - French	Quebec - English	Total sample size
	number		
1982	492	200	10,952
1986	525	155	10,356
1992	487	161	9,492
1996	456	126	10,417

Sources: Statistics Canada, Survey of Family Expenditures, 1982 to 1996.

Language question in the survey

What is the language [respondent or spouse] first learned at home as a child and still understands?

Survey data access

In addition to the information available on the Statistics Canada website and the survey's main page, the public use microdata file is available through the Data Liberation Initiative (DLI). The microdata file is also available in the Research Data Centres (RDC).

Website: http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=3504&lang=fr&db=IMDB&dbg=f&adm=8&dis=2

Examples of publications related to the survey

Barr-Telford, Lynn (1994). "Spending patterns of couples with children", *Perspectives on Labour and Income*, 6, 2: 9-16.

Brzozowski, Matthew, Martin Gervais, Paul Klein & Michio Suzuki (2010). "Consumption, income and wealth inequality in Canada", *Review of Economic Dynamics*, 13(1): 52-75.

11. General social survey

Summary

The primary objectives of the General Social Survey (GSS) are to gather data on social trends in order to monitor changes in the living conditions and well being of Canadians over time; and to provide information on specific social policy issues of current or emerging interest. The GSS program began in 1985, and each year a new survey is developed on any of various themes including victimization, the family, social support, and access to and use of information and communications technologies. Some of these themes are recurring, and accordingly they lend themselves to cross-sectional analyses over time.

Table 11.1
General social survey topics according to the series, cycle and year

Topic	1st series	2nd series	3rd series	4th series	5th series	6th series
	Year (cycle)					
Health	1985 (1)	1991 (6)	..	..	..	..
Time use	1986 (2)	1992 (7)	1998 (12)	2005 (19)	2010 (24)	..
Victimization	1988 (3)	1993 (8)	1999 (13)	2004 (18)	2009 (23)	..
Education, work and retirement	1989 (4)	1994 (9)	2002 (16)	2007 (21)	..	..
Family	1990 (5)	1995 (10)	2001 (15)	2006 (20)	2007 (21)	2011 (25)
Social support and aging	1985 (1)	1990 (5)	1996 (11)	2002 (16)	2007 (21)	..
Acces to and use of ICT	2000 (14)	..	..	..	..	..
Social engagment	2003 (17)	2008 (22)	..	..	..	..

Sources: Statistics Canada, General social survey, 1985 to 2011.

Target population

The GSS target population includes persons 15 years of age and older living in a private household in the ten Canadian provinces. Some GSS cycles may target a more specific population, such as persons aged 45 and older (cycles 16 and 21). Also, for some cycles, such as Cycle 18 and 23, data were collected in the three territories.

Sample size

The size of the samples varies from one cycle to another, but it has been in the range of 23,000 since 1999. Before 1999, the samples were approximately 10,000; the size was increased in order to produce more precise estimates at the national and provincial scale, as well as for various smaller population groups (such as disabled persons, members of visible minorities and the elderly).

Sample size based on main language characteristic

The size of the samples for official-language minorities also varies according to the cycle, and it has definitely been larger since the increase in the size of the sample in 1999. However, we can estimate that it will be representative of the official-language minorities, and thus it will be in the range of 500 Anglophones in Quebec and 800 Francophones outside Quebec.

Language questions in the survey

The General social survey (GSS) contains a series of standardized questions on languages. The question to identify mother tongue, "What language did you first speak in childhood?", is included in all the cycles. In cycles 1 (1985) and 2 (1986) as well as cycles 10 (1995) to 22 (2008), this question is followed by the follow-up question, "Do you still understand that language?" The question on the language spoken most often at home is included in all cycles except Cycle 3 (1988).

Cycle 2 (1986) on time use contains a specific module on knowledge of official and non-official languages and their use at home, at school and at work, and on the use of languages during childhood and adolescence.

Cycle 9 (1994) has a question on the language used most often at work; Cycle 14 (2000) contains questions on languages and the use of the Internet; and cycles 21 (2007), 24 (2010) and 25 (2011) contain questions on knowledge of languages.

Also, all cycles of the GSS contain a variable indicating the language in which the interview was conducted. This is available only in the analytical file and not in the public use microdata file.

Some cycles on victimization include a question on discrimination based on language.

Survey data access

In addition to the information available on the Statistics Canada website and the survey's main page, public use microdata files for the different cycles are available through the Data Liberation Initiative (DLI). The microdata files are also available in the Research Data Centres (RDC).

Website: Document available on the Internet – General Social Survey: An Overview 2009

http://www.statcan.gc.ca/pub/89f0115x/89f0115x2009001-eng.htm

Examples of publications related to the survey

Crompton, Susan and Leslie-Anne Keown (2007). "Canadians and their non-voting political activity", *Canadian Social Trends*, no. 83: 35-40. Statistics Canada Catalogue no. 11-008.

Schellenberg, Grant (2004). "Perceptions of Canadians: A sense of belonging, confidence and trust", *Canadian Social Trends*, no. 75: 17-23. Statistics Canada Catalogue no. 11-008.

Turcotte, Martin (2011). "Ethical Consumption", *Canadian Social Trends*, no. 91: 22-32. Statistics Canada Catalogue no. 11-008.

Table 11.2
Language questions asked in the General Social Survey according to the cycle in which they were asked

Cycle number and topic		First language learned in childhood	Do you still understand it?	Language(s) spoken at home (three variations of the question)	Language(s) used most often at work	Language(s) used for internet use	Language(s) spoken well enough to conduct a conversation
1	Health / Social support and aging	√	√	√	..	..	..
2	Time use	√	√	√	√	..	√
3	Victimization	√	..	..	..	..	..
4	Education, work and retirement	√	..	√	..	..	..
5	Family, social support and aging	√	..	√	..	..	..
6	Social support and aging / Health	√	..	√	..	..	..
7	Time use	√	..	√	..	..	..
8	Victimization	√	..	√	..	..	..
9	Education, work and retirement	√	..	√	√	..	..
10	Family	√	√	√	..	..	..
11	Social support and aging	√	√	√	..	..	..
12	Time use	√	√	√	..	..	..
13	Victimization	√	√	√	..	..	..
14	Access to and use of ICT	√	√	√	..	√	..
15	Family	√	√	√	..	..	..
16	Education, work and retirement / Social support and aging	√	√	√	..	..	..
17	Social engagment	√	√	√	..	..	..
18	Victimization	√	√	√	..	..	..
19	Time use	√	√	√	..	..	..
20	Family	√	√	√	..	..	..
21	Education, work and retirement / Family / Social support and aging	√	√	√	..	..	√
22	Social network	√	√	√	..	..	..
23	Victimisation	√	√	√	..	..	..
24	Well-being and stress related to lack of time	√	√	√	..	..	√
25	Family	√	√	√	..	..	√

Source: Statistics Canada, General social survey.

Appendix

Table A
Language characteristics: Concepts, questions asked and surveys in which they are found

Language concept	Question asked	Survey
Mother tongue	What is the language that [this person learned] [you learned] first at home in childhood and still can understand?	Census (2A; 2B 2011); National Household Survey (NHS); Survey on the Vitality of Official-Language Minorities (SVOLM); Youth in Transition Survey (YITS; #5058); Youth in Transition Survey (YITS; #4435); Canadian Community Health Survey (CCHS) – Mental Health and Well-being; Access and Support to Education and Training Survey (ASETS); Labour Force Survey (LFS)[note 1]; Participation and Activity Limitation Survey (PALS)[note 2]; Survey of Young Canadians (SYC)
	What is the language that you first learned in childhood and still understand?	National Graduates Survey (NGS)
	What is the language that you [he/she] first learned at home in childhood and still understands?	Survey of Labour and Income Dynamics (SLID)
	What is the language that you first learned at home in childhood and still understand?	Canada Survey of Giving, Volunteering and Participating (CSGVP); International Adult Literacy and Skills Survey (IALSS); Canadian Community Health Survey (CCHS) – Annual component; Canadian Community Health Survey (CCHS) – Nutrition; National Population Health Survey (NPHS) (household component – longitudinal); National Population Health Survey (NPHS) (household component – cross-sectional); Canadian Community Health Survey (CCHS) – Health Aging; Canadian Health Measures Survey (CHMS); Longitudinal Survey of Immigrants to Canada (LSIC); Survey of Financial Security (SFS)
	What is the language that you learned second at home in childhood and still understand?	International Adult Literacy and Skills Survey (IALSS)
	What is the language that you first learned at home in childhood?	Ethnic Diversity Survey (EDS)
	Can you still understand [mother tongue]?	Ethnic Diversity Survey (EDS)
	Using a scale of 1 to 5, where 1 is "not well" and 5 is "very well", how well do you understand [mother tongue] now?	Ethnic Diversity Survey (EDS)
	Do you still speak [mother tongue]?	Ethnic Diversity Survey (EDS)

Table A (continued)
Language characteristics: Concepts, questions asked and surveys in which they are found

Language concept	Question asked	Survey
Mother tongue (continued)	Using a scale of 1 to 5, where 1 is "not well" and 5 is "very well", how well do you speak [mother tongue] now?	Ethnic Diversity Survey (EDS)
	What language(s) did you learn to speak before you started school?	International Survey of Reading Skills (ISRS)
	What is the first language learned by this child at home in childhood and that he/she still understands?	National Longitudinal Survey of Children and Youth (NLSCY)
	In what language do you (and your spouse) normally speak to this child at home?	National Longitudinal Survey of Children and Youth (NLSCY)
	What is the language [respondent or spouse] first learned at home as a child and still understands?	Survey of Family Expenditures (Famex)
	What is the language you first learned at home in childhood (mother tongue)?	Employment Insurance Coverage Survey (EICS);
Parents' mother tongue	What is the language first learned by your mother at home in her childhood?	Ethnic Diversity Survey (EDS)
	What is the language first learned by your father at home in his childhood?	Ethnic Diversity Survey (EDS)
Partner's mother tongue	What is the language first learned by your spouse/partner at home in childhood?	Ethnic Diversity Survey (EDS)
	Does your spouse/partner still speak [mother tongue]?	Ethnic Diversity Survey (EDS)
	What is the language that your spouse or partner first learned at home in childhood and still understands?	Access and Support to Education and Training Survey (ASETS)
Children's mother tongue	What is the language first learned by [name of child] at home?	Ethnic Diversity Survey (EDS)
	Does [name of child] still speak [mother tongue] ?	Ethnic Diversity Survey (EDS)
	What is the language that [name of child] first learned at home in childhood and still understands?	Access and Support to Education and Training Survey (ASETS)
	What language is spoken to this child most often at home by you and your spouse?	Survey of Young Canadians (SYC)

Table A (continued)
Language characteristics: Concepts, questions asked and surveys in which they are found

Language concept	Question asked	Survey
Language spoken at home	What language [does this person] [do you] [does this child] speak most often at home?	Census (2B; 2011); National Household Survey (NHS); Canada Survey of Giving, Volunteering and Participating (ECDBP); Survey of Volunteer Activity; Survey on the Vitality of Official-Language Minorities (SVOLM); Ethnic Diversity Survey (EDS); Longitudinal Survey of Immigrants to Canada (LSIC); International Adult Literacy and Skills Survey (IALSS); National Apprenticeship Survey (NAS); Programme for International Student Assessment (PISA); Youth in Transition Survey (YITS; #5058); Youth in Transition Survey (YITS; #4435); National Longitudinal Survey of Children and Youth (NLSCY); Canadian Community Health Survey (CCHS) – Annual component; Canadian Community Health Survey (CCHS) – Nutrition; Canadian Community Health Survey (CCHS) – Healthy Aging; Canadian Community Health Survey (CCHS) – Mental Health and Well-being; Canadian Health Measures Survey (CHMS); Canadian Tobacco Use Monitoring Survey (CTUMS); Health Promotion Survey (HPS); Workplace and Employee Survey (WES); Labour Force Survey (LFS); Participation and Activity Limitation Survey (PALS); Survey of Young Canadians (SYC)
	[Does this person speak] any other languages on a regular basis at home?	Census (2B; 2011); National Household Survey (NHS); Participation and Activity Limitation Survey (PALS)
	Do you speak any other languages on a regular basis at home?	Survey on the Vitality of Official-Language Minorities (SVOLM)
	Do you speak any other languages on a regular basis at home?	International Adult Literacy and Skills Survey (IALSS); Ethnic Diversity Survey (EDS)
	What are these (other) languages?	Ethnic Diversity Survey (EDS); International Adult Literacy and Skills Survey (IALSS)
	What language is spoken most often at home?	Access and Support to Education and Training Survey (ASETS)
	Tell me what language or languages you use regularly in each of the following situations. … at home?	International Survey of Reading Skills (EICL)
	What language do you speak most often in your household?	Survey of Canadian Attitudes toward Learning (SCAL)
	What is the language that is usually spoken in your household?	Survey of Approaches to Educational Planning (SAEP)

Table A (continued)
Language characteristics: Concepts, questions asked and surveys in which they are found

Language concept	Question asked	Survey
Language spoken at home (continued)	Are there any other languages spoken in your household?	Survey of Approaches to Educational Planning (SAEP)
	What other languages are spoken in your household?	Survey of Approaches to Educational Planning (SAEP)
Knowledge of official languages	Can this person speak English or French well enough to conduct a conversation?	Census (2B; 2011); National Household Survey (NHS); Participation and Activity Limitation Survey (PALS)
	Which language(s), English or French, do you know well enough to conduct a conversation?	Survey on the Vitality of Official-Language Minorities (SVOLM)
	Which language, English or French, do you know well enough to conduct a conversation? English only, French only, English and French, neither English or French?	Canadian Community Health Survey (CCHS) – Mental Health and Well-being
	How well can you speak English/French? Would you say poorly, fairly well, well, very well?	Longitudinal Survey of Immigrants to Canada (LSIC)
	How easy is it for you to tell someone in French/English what your address is? Would you say you can do this easily, you can do this with some help, you can do this with a lot of help, you cannot do this?	Longitudinal Survey of Immigrants to Canada (LSIC)
	How easy is it for you to tell someone in French/English what you did before immigrating to Canada? Would you say you can do this easily, you can do this with some help, you can do this with a lot of help, you cannot do this?	Longitudinal Survey of Immigrants to Canada (LSIC)
	How easy is it for you to understand a message in French/English over the telephone? Would you say you can do this easily, you can do this with some help, you can do this with a lot of help, you cannot do this?	Longitudinal Survey of Immigrants to Canada (LSIC)
	How easy is it for you to tell a doctor who speaks only French/English what your problem is? Would you say you can do this easily, you can do this with some help, you can do this with a lot of help, you cannot do this?	Longitudinal Survey of Immigrants to Canada (LSIC)
	How easy is it for you to ask someone who speaks only French/English to modify the date and time of a meeting with you? Would you say you can do this easily, you can do this with some help, you can do this with a lot of help, you cannot do this?	Longitudinal Survey of Immigrants to Canada (LSIC)

Table A (continued)
Language characteristics: Concepts, questions asked and surveys in which they are found

Language concept	Question asked	Survey
Knowledge of official languages	Do you speak English or French well enough to conduct a conversation?	Survey of Canadian Attitudes toward Learning (SCAL)
	How well do you think you are presently able to speak English?	Youth in Transition Survey (YITS; #5058); Youth in Transition Survey (YITS; #4435)
	How well do you think you are presently able to speak French?	Youth in Transition Survey (YITS; #5058); Youth in Transition Survey (YITS; #4435)
	How would you rate your current ability to speak [English/French]?	International Adult Literacy and Skills Survey (IALSS)
	If you had to use [English] [French] very often in your daily activities outside of your home, for example at school, at work, in stores, would you say that it would...? Not be possible; be possible, but with difficulty; Be easy enough; Be very easy.	Access and Support to Education and Training Survey (ASETS)
	If your spouse or partner had to use [English] [French] very often in daily activities outside your home, for example at school, at work, in stores, would you say that it would...? Not be possible; Be possible, but with difficulty; Be easy enough; Be very easy.	Access and Support to Education and Training Survey (ASETS)
	If your child had to use [English] [French] very often in (his/her) daily activities outside of your home, would you say that it would ...? Not be possible, Be possible, but with difficulty, Be easy enough, Be very easy.	Access and Support to Education and Training Survey (ASETS)
	Which language, English or French, do you speak well enough to conduct a conversation?	Labour Force Survey (LFS)
	Of English or French, which language(s) do you speak well enough to conduct a conversation? Is it...? English only; French only; Both English and French; Neither English nor French?	Survey of Young Canadians (SYC)
	Of English or French, which language(s) does [this child] speak well enough to conduct a conversation? Is it...? English only; French only; Both English and French; Neither English nor French?	Survey of Young Canadians (SYC)
Knowledge of non-official languages	What language(s), other than English or French, can this person speak well enough to conduct a conversation?	Census (2B); National Household Survey (NHS); Participation and Activity Limitation Survey (PALS); Survey of Young Canadians (SYC)

Table A (continued)
Language characteristics: Concepts, questions asked and surveys in which they are found

Language concept	Question asked	Survey
Knowledge of languages	Besides the language of the interview and your first language, are there other languages that you speak well enough to conduct a conversation?	Ethnic Diversity Survey (EDS)
	Using a scale of 1 to 5, where 1 is "not well" and 5 is "very well", how well can you speak [spoken language] now?	Ethnic Diversity Survey (EDS)
	Are there any other languages, other than those you have already mentioned, that you speak or read at least to some degree?	Longitudinal Survey of Immigrants to Canada (LSIC)
	Which other languages can you speak or read?	Longitudinal Survey of Immigrants to Canada (LSIC)
	At the time of your graduation, what languages could you speak well enough to conduct a conversation?	National Graduates Survey (NGS)
	What languages does this person speak well enough to conduct a conversation?	Youth in Transition Survey (YITS; #5058); Youth in Transition Survey (YITS; #4435)
	What languages do you know well enough to conduct a conversation?	Youth in Transition Survey (YITS; #4435)
	What languages do you speak well enough to conduct a conversation?	Survey of Ageing and Independence (SAI)
	In what languages can you [can he(she)] conduct a conversation?	Canadian Community Health Survey (CCHS) – Annual component; Canadian Community Health Survey (CCHS) – Nutrition; Canadian Community Health Survey (CCHS) – Healthy Aging; National Population Health Survey (NPHS)(household component – longitudinal); National Population Health Survey (NPHS) (household component – cross-sectional); Canadian Health Measures Survey (CHMS)
	In what language can this child conduct a conversation?	National Longitudinal Survey of Children and Youth (NLSCY)
	Is this child usually able to be understood completely when speaking with strangers in his/her own language?	National Longitudinal Survey of Children and Youth (NLSCY)
	Are you usually able to be understood completely when speaking with strangers in your own language?	National Population Health Survey (NPHS) (household component – longitudinal); National Population Health Survey (NPHS) (household component – cross-sectional); Canadian Community Health Survey (CCHS) – Annual component; Canadian Community Health Surveys (CCHS) – Healthy Aging

Table A (end)
Language characteristics: Concepts, questions asked and surveys in which they are found

Language concept	Question asked	Survey
Knowledge of languages (continued)	What is your first official language?	Public Service Employee Survey (PSES)
	Is this child usually able to be understood partially when speaking with strangers in his/her own language?	National Longitudinal Survey of Children and Youth (NLSCY)
	Is this child usually able to be understood completely when speaking with those who know him/her well?	National Longitudinal Survey of Children and Youth (NLSCY)
	In what language(s) are you able to conduct a conversation?	National Survey of the Work and Health of Nurses (NSWHN)
Partner's knowledge of languages	What languages does you spouse/partner speak well enough to conduct a conversation?	Ethnic Diversity Survey (EDS)
Children's knowledge of languages	What languages does [name of child] speak well enough to conduct a conversation?	Ethnic Diversity Survey (EDS)
Main language	What is your main language, that is the language in which you are most at ease to speak with?	Survey on the Vitality of Official-Language Minorities (SVOLM)
	What is your main language, that is the language in which you are most at ease?	Survey of Ageing and Independence (SAI)
First official language spoken (FOLS)	The first official language spoken (FOLS) is a variable derived from the answers to three questions: mother tongue, language spoke at home, and knowledge of languages. This derived variable is therefore available for analysis in certain data files.	Census (2A; 2B 2011); National Household Survey (NHS); Survey on the Vitality of Official-Language Minorities (SVOLM); Canadian Community Health Survey (CCHS – Annual component, 2011 file); Participation and Activity Limitation Survey (PALS)

[1] In this case, they are variables added in the context of a "snapshot survey" in April 2012. Language variables are not part of the regular LFS content. See the summary of the LFS in the document for more information.

[2] The PALS language variables do not appear in the survey questionnaire: they are drawn directly from the census database. They are added here to indicate the variables available in the analysis file.

Note: The cycles of the General Social Survey (GSS) also contain questions about language characteristics. To make the table easier to read, the language variables available in each of the GSS cycles are provided in Table 11.2.

Table B
Language practices: Concepts, questions asked and surveys in which they are found

Language concept	Question asked	Survey
Language of work	In this job, what language did this person use most often?	Census (2B); National Household Survey (NHS); Participation and Activity Limitation Survey (PALS)
	What language do you use most often at work?	Workplace and Employee Survey (WES)
	What language(s) do you speak most often at work?	Survey on the Vitality of Official-Language Minorities (SVOLM - adult sample only); National Apprenticeship Survey (NAS); International Adult Literacy and Skills Survey (IALSS)
	In this job, what language do you use most often?	National Graduates Survey (NGS)
	Did this person use any other languages on a regular basis in this job?	Census (2B); National Household Survey (NHS); Participation and Activity Limitation Survey (PALS)
	Do you use any other languages on a regular basis in this job?	Survey on the Vitality of Official-Language Minorities (SVOLM – adult sample only)
	Do you use any other languages on a regular basis in this job?	National Graduates Survey (NGS)
	What other languages do you use on a regular basis in this job?	National Graduates Survey (NGS)
	In what language do/did you speak with your business partner(s)?	Longitudinal Survey of Immigrants to Canada (LSIC)
	In what language do/did you speak with your employees?	Longitudinal Survey of Immigrants to Canada (LSIC)
	In what language do/did you speak with your clients?	Longitudinal Survey of Immigrants to Canada (LSIC)
	In what language do/did you speak with your suppliers?	Longitudinal Survey of Immigrants to Canada (LSIC)
	In what language do/did you speak with the people you work(ed) with?	Longitudinal Survey of Immigrants to Canada (LSIC)
	In what language do/did you speak with your supervisors?	Longitudinal Survey of Immigrants to Canada (LSIC)
	The material and tools provided for my work, including software and other automated tools, are available in the official language of my choice.	Public Service Employee Survey (PSES)
	When I prepare written materials, including electronic mail, I feel free to use the official language of my choice.	Public Service Employee Survey (PSES)
	During meetings in my work unit, I feel free to use the official language of my choice.	Public Service Employee Survey (PSES)

Table B (continued)
Language practices: Concepts, questions asked and surveys in which they are found

Language concept	Question asked	Survey
Language of work (continued)	When I communicate with my immediate supervisor, I feel free to use the official language of my choice.	Public Service Employee Survey (PSES)
	What are the language requirements of your position?	Public Service Employee Survey (PSES)
	Tell me what language or languages you use regularly in each of the following situations.... at work?	International Survey of Reading Skills (ISRS)
	What languages are you capable of working in?	Youth in Transition Survey (YITS; 4435)
Language spoken with friends	What language do you speak most often with your friends?	Ethnic Diversity Survey (EDS)
	Are there any other languages you speak on a regular basis with your friends?	Ethnic Diversity Survey (EDS)
	What languages are these?	Ethnic Diversity Survey (EDS)
	In what language do you speak outside of class with your friends from school?	Longitudinal Survey of Immigrants to Canada (LSIC)
	Tell me what language or languages you use regularly in each of the following situations. ... with friends?	International Survey of Reading Skills (ISRS)
Language spoken with parents	Up until you were age 15, what language did you and your parents use most of the time when speaking to each other?	Ethnic Diversity Survey (EDS)
Language spoken with other family members	Up until you were age 15, what language did you and your brothers, sisters, and any other children in your household use most of the time when speaking to each other?	Ethnic Diversity Survey (EDS)
	Tell me what language or languages you use regularly in each of the following situations.... with your family?	International Survey of Reading Skills (ISRS)

Table B (end)
Language practices: Concepts, questions asked and surveys in which they are found

Language concept	Question asked	Survey
Read and write in the official language	How well can you read in French/English? Would you say that you read poorly, fairly well, well, very well?	Longitudinal Survey of Immigrants to Canada (LSIC)
	How well can you write in French/English? Would you say that you write poorly, fairly well, well, very well, cannot write this language?	Longitudinal Survey of Immigrants to Canada (LSIC)
	What language did you first learn to read?	International Survey of Reading Skills (ISRS)
	What language did you first learn to write?	International Survey of Reading Skills (ISRS)
	How would you rate your current reading skills in [French or English]?	International Adult Literacy and Skills Survey (IALSS)
	How would you rate your current writing skills in [French or English]?	International Adult Literacy and Skills Survey (IALSS)
	Outside your work, how often do you usually ... read newspapers, magazines or newsletters [in French] [in English]?	International Adult Literacy and Skills Survey (IALSS)
	In everyday life, how often do you usually ... read newspapers, magazines or newsletters [in French] [in English]?	International Adult Literacy and Skills Survey (IALSS)
	Outside your work, how often do you usually ... read books, fiction or non-fiction [in French] [in English]?	International Adult Literacy and Skills Survey (IALSS)
	In everyday life, how often do you usually... read books, fiction or non-fiction [in English] [in French]?	International Adult Literacy and Skills Survey (IALSS)
Recreational activities in English and/or French	Tell me what language or languages you use regularly in each of the following situations.... when shopping?	International Survey of Reading Skills (ISRS)
Languages of service	Do you and this doctor usually speak in English, in French, or in another language?	Canadian Community Health Survey (CCHS) - Annual Component
	In what official language(s) do you provide services to the public?	Public Service Employee Survey (PSES)
Importance of knowing languages	Using a scale of 1 to 5, where 1 is not important at all and 5 is very important, how important is it to you that [child's name] learn to speak [mother tongue]?	Ethnic Diversity Survey (EDS)

Note: The cycles of the General Social Survey (GSS) also contain questions about linguistic characteristics. To make the table easier to read, the language variables available in each of the GSS cycles are provided in Table 11.2.

Table C
Languages of learning: Concepts, questions asked and surveys in which they are found

Language concept	Question asked	Survey
Learning official languages	Have you learned most of your English/French before or after your arrival in Canada?	Longitudinal Survey of Immigrants to Canada (LSIC)
	How did you learn most of your English/French?	Longitudinal Survey of Immigrants to Canada (LSIC)
	How important is it for you to learn or improve your French/English? Would you say that it is very important, important, not very important, not important at all?	Longitudinal Survey of Immigrants to Canada (LSIC)
	When you arrived in Canada, did you have plans to study or improve your English/French?	Longitudinal Survey of Immigrants to Canada (LSIC)
	Since you came to Canada, what steps have you taken to improve your English/French?	Longitudinal Survey of Immigrants to Canada (LSIC)
	Since you came to Canada, do you feel that you have had opportunities to learn or improve your English/French?	Longitudinal Survey of Immigrants to Canada (LSIC)
	Since your arrival, have you taken or are you taking any English/French language training?	International Adult Literacy and Skills Survey (IALSS)
	Do you plan to take English/French language training in the future, and if so when?	International Adult Literacy and Skills Survey (IALSS)
Languages of study	What was the language of instruction of your highest level of education attained outside Canada?	Longitudinal Survey of Immigrants to Canada (LSIC)
	In what language is/are your child/children mainly taught at school?	Longitudinal Survey of Immigrants to Canada (LSIC)
	Currently, in what language are you mainly taught?	National Longitudinal Survey of Children and Youth (NLSCY)
	In what language is this child mainly taught? [English, French, both languages]	National Longitudinal Survey of Children and Youth (NLSCY); Survey of Young Canadians (SYC)
	Did you ever have trouble with reading in that (those) language(s) when you were in elementary school?	International Survey of Reading Skills (ISRS)
	Excluding language courses, what language or languages were used for teaching your courses in elementary school?	International Survey of Reading Skills (ISRS)
	Excluding language courses, what language or languages were used for teaching your courses in high school?	International Survey of Reading Skills (ISRS)
	Are you currently enrolled in an English Immersion Program?	Programme for International Student Assessment (PISA)
	Are you currently enrolled in a French Immersion Program?	Programme for International Student Assessment (PISA)

Table C (end)
Languages of learning: Concepts, questions asked and surveys in which they are found

Language concept	Question asked	Survey
Languages of study (continued)	Is this child in a language immersion program?	National Longitudinal Survey of Children and Youth (NLSCY)
	Is this child in a language immersion program?	Survey of Young Canadians (SYC)
	As far as you know, approximately what percentage of his/her time is spent in the immersion language?	National Longitudinal Survey of Children and Youth (NLSCY)
	What was the main language used in most of the courses that you were taught (at school/in high school/in your postsecondary studies/at university)?	Labour Force Survey (LFS)

Note: The cycles of the General Social Survey (GSS) also contain questions about language characteristics. To make the table easier to read, the language variables available in each of the GSS cycles are provided in Table 11.2.

Recent publications on official-language minorities[13]

Blaser, Christine (2009). *Health Care professionals and Official-Language Minorities in Canada 2001 and 2006*, Statistics Canada Catalogue no. 91-550-X.

Bouchard-Coulombe, Camille (2011). « La transmission de la langue maternelle aux enfants : le cas des couples linguistiquement exogames au Québec » [Transmission of mother tongue to children: The case of linguistically exogamous couples in Quebec], *Cahier québécois de démographie*, Vol. 40, no. 1 : 87-111.

Bouchard-Coulombe, Camille, Jean-François Lepage and Brigitte Chavez (2011). *Portrait of Official-Language Minorities in Canada: Francophones in Saskatchewan*, Statistics Canada Catalogue no. 89-642-X, no. 6.

Bouchard-Coulombe, Camille, Jean-François Lepage and Brigitte Chavez (2012a). *Portrait of Official-Language Minorities in Canada: Francophones in Nova Scotia*, Statistics Canada Catalogue no. 89-642-X, no. 9.

Bouchard-Coulombe, Camille, Jean-François Lepage and Brigitte Chavez (2012b). *Portrait of Official-Language Minorities in Canada: Francophones in Newfoundland and Labrador*, Statistics Canada Catalogue no. 89-642-X, no. 11

Chavez, Brigitte and Camille Bouchard-Coulombe (2011). *Portrait of Official-Language Minorities in Canada: Francophones in British Columbia*, Statistics Canada Catalogue no. 89-642-X, no. 4.

Chavez, Brigitte, Camille Bouchard-Coulombe and Jean-François Lepage (2011). *Portrait of Official-Language Minorities in Canada: Francophones in Alberta*, Statistics Canada Catalogue no. 89-642-X, no. 7.

Chavez, Brigitte, Jean-François Lepage and Camille Bouchard-Coulombe (2012). *Portrait of Official-Language Minorities in Canada: Francophones in Prince Edward Island*, Statistics Canada Catalogue no. 89-642-X, no. 10.

Corbeil, Jean-Pierre (2005), "L'exogamie et la vitalité ethnolinguistique des communautés Francophones en situation minoritaire : vécu langagier et trajectoires linguistiques" [Exogamy and ethnolinguistic vitality of minority Francophone communities: Language experience and linguistic trajectories], in *Francophonies d'Amérique*, no. 20: 37-49.

Corbeil, Jean-Pierre (2006). *The Canadian Component of the 2003 International Adult Literacy and Skills Survey (IALSS): The Situation of Official-Language Minorities.* Statistics Canada Catalogue no. 89-552-MIE, no. 015.

Corbeil, Jean-Pierre (2008). *Using Languages at Work in Canada*, 2006 Census, Statistics Canada Catalogue no. 97-555-X.

Corbeil, Jean-Pierre (2011). "Acquis et défis de la mesure statistique des niveaux de littératie des immigrants de tierce langue maternelle" [Knowledge and challenges of statistically measuring the literacy levels of other-mother tongue immigrants], pp. 31-48 in *Language policy: Reflections on research and its applications*, Monika Jezak (ed.), OLBI Working Papers, Vol. 3, University of Ottawa Press.

Corbeil, Jean-Pierre (2012). "L'information démolinguistique et le recensement canadien (1969-2009) : reflet d'une dualité linguistique en mutation" [Demolinguistic information and the Canadian Census (1969-2009): Reflections of a changing linguistic duality], in *Life After Forty, Official Languages Policy in*

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[13] This is not an exhaustive list of all the publications on language minorities in Canada. Rather, it illustrates the analytical potential of the Statistics Canada databases by presenting certain recent studies and analyses that use these databases to examine official-language minorities.

Canada/Après quarante ans : les politiques de langue officielle au Canada, Jack Jedwab and Rodrigue Landry (eds.), McGill-Queens University Press.

Corbeil, Jean-Pierre and Christine Blaser (2007). *The Evolving Linguistic Portrait, 2006 Census.* Statistics Canada Catalogue no. 97-555-X1E.

Corbeil, Jean-Pierre, Brigitte Chavez and Daniel Pereira (2010). *Portrait of Official-Language Minorities in Canada: Anglophones in Québec*, Statistics Canada Catalogue no. 89-642-X, no. 2.

Corbeil, Jean-Pierre, Claude Grenier and Sylvie Lafrenière (2007). M*inorities Speak Up: Results of the Survey on the Vitality of Official-Language Minorities*, Statistics Canada Catalogue no. 91-548-X.

Corbeil, Jean-Pierre and René Houle (2013). *Trajectoires linguistiques et langue d'usage public chez les allophones de la région métropolitaine de Montréal* [Linguistic trajectories and language of public use of allophones in the Greater Montréal Area], Office québécois de la langue française, 144 p.

Corbeil, Jean-Pierre and Sylvie A. Lafrenière (2010). *Portrait of Official-Language Minorities in Canada: Francophones in Ontario*, Statistics Canada Catalogue no. 89-642-X, no. 1.

Desjardins, Louise (2012). *Profile and Labour Market Outcomes of Doctoral Graduates from Ontario Universities.* Research Papers: Culture, Tourism and Centre for Education Statistics, Statistics Canada, Catalogue no. 81-595-M.

Houle, René (2011). "Recent evolution of immigrant-language transmission in Canada", *Canadian Social Trends*, June, 3-13, Statistics Canada Catalogue no.11-008-X.

Houle, René and Jean-Pierre Corbeil (2010). *Statistical Portrait of the French-Speaking Immigrant Population Outside Quebec (1991 to 2006)*, Statistics Canada Catalogue no. 89-641-X.

Lachapelle, Réjean and Jean-François Lepage (2011). *Languages in Canada: 2006 Census*, Canadian Heritage and Statistics Canada, Ottawa.

Lepage, Jean-François (2011). "L'oubli de la langue maternelle : les données du recensement sous-estiment-elles les transferts linguistiques ?" [Forgetting one's mother tongue: Do census data underestimate linguistic transfers?], *Cahiers québécois de démographie*, Vol. 40, no. 1, p. 61-85.

Lepage, Jean-François (2012), *The Situation of Official-Language Minorities in the Labour Market*, Statistics Canada Catalogue no. 89-651-XWE, 8 pages.

Lepage, Jean-François, Camille Bouchard-Coulombe and Brigitte Chavez (2011). P*ortrait of Official-Language Minorities in Canada: Francophones in New Brunswick*, Statistics Canada Catalogue no. 89-642-X, no. 5.

Lepage, Jean-François, Camille Bouchard-Coulombe and Brigitte Chavez (2012). *Portrait of Official-Language Minorities in Canada: Francophones in Manitoba*, Statistics Canada Catalogue no. 89-642-X, no. 8.

Lepage Jean-François, Brigitte Chavez and Camille Bouchard-Coulombe (2011). *Portrait of Official-Language Minorities in Canada: Francophones in Yukon, the Northwest Territories and Nunavut*, Statistics Canada Catalogue no. 89-642-X, no. 3.

Marmen, Louise and Jean-Pierre Corbeil (2004). *Languages in Canada: 2001 Census/Les langues au Canada: Recensement de 2001*, New Canadian Perspectives, Statistics Canada and Canadian Heritage.

Picard, Louise and Gratien Allaire (Eds.) (2005). *Second Report on the Health of Francophones in Ontario.* Report published by the Franco-Ontarian Institute of the Laurentian University and the Public Health Research, Development and Education Program. Sudbury, Ontario. www.sdhu.com/uploads/content/listings/rapport_sante_jan06.pdf

Shipley, Lisa (2009). "A Profile of Minority-Language Students and Schools in Canada: Results from the Programme for International Student Assessment (PISA), 2009". *Culture, Tourism and the Centre for Education Statistics: Research Papers.* Statistics Canada Catalogue no. 81-595 M, no. 092.

Thomas, Derrick (2012). "Giving and volunteering among Canada's immigrants", *Canadian Social Trends*, no. 93.